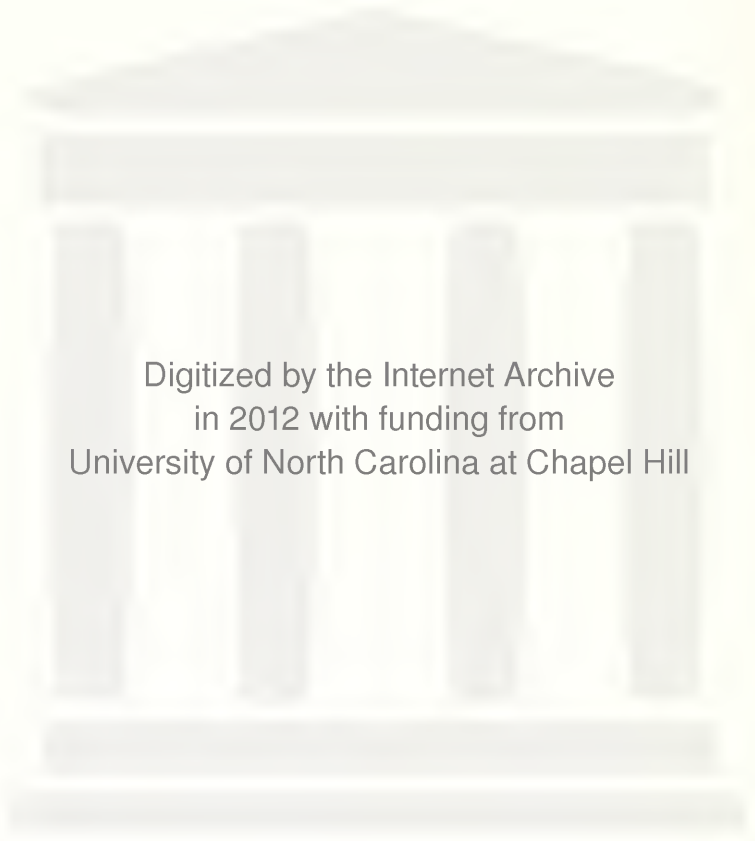


# **St. Andrews**

**PRESBYTERIAN COLLEGE**



**ACADEMIC CATALOG**  
**2009-2010**



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# **St. Andrews Presbyterian College**

## **2009-2010 Academic Catalog**

This catalog is prepared to furnish information about the College. Reasonable effort has been made to ensure the accuracy of information contained in this publication. St. Andrews is not responsible for, and accepts no liability for, typographical or other errors. The College reserves the right to correct any errors as may be found. Interpretation of any possible ambiguity and/or resolution of any possible conflict between or among the parts of this text, or other College publications or documents is the sole and exclusive right of St. Andrews Presbyterian College. The College reserves the right to make changes at its discretion.

The College reserves the right to make changes in curriculum, regulations, fees, and other items in this catalog. Descriptions in this catalog are subject to change without notice and thus may not be regarded as legally binding obligations.

Although College faculty and staff can assist students in understanding this catalog, in the final analysis each student is responsible for knowing and following the College's degree requirements and regulations.

Laurinburg Campus:  
1700 Dogwood Mile  
Laurinburg, North Carolina 28352  
(910) 277-5000

Center for Adult and Professional Studies:  
1700 Dogwood Mile  
Laurinburg, North Carolina 28352  
(910) 277-5262  
saonline@sapc.edu

St. Andrews @ Sandhills:  
3395 Airport Road  
Pinehurst, North Carolina 28374  
(910) 695-3888  
sandhills@sapc.edu

College Information:  
Phone (910) 277-5000 • fax (910) 277-5020  
E-mail: info@sapc.edu • Website: www.sapc.edu

## **Statement of Equal Employment Opportunity and Nondiscrimination**

Recognizing that equality is a fundamental goal in a democratic society, St. Andrews Presbyterian College, on the basis of its purpose and principles, commits itself legally and morally to achieving that equality for members of its community. The College affirms the dignity and worth of each individual and treats each member, employee and applicant for employment on the basis of merit, experience and other work-related criteria without regard to race, color, religion, sex, national

origin, ancestry, age, disability, or any other protected class under relevant state and federal laws.

It is the policy of the College to ensure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to every facet of personnel administration, including, but not limited to: recruitment, recruitment advertising, employment, training, assignment, pay and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention and discharge of employees.

The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies and scholarship and loan programs and to the housing of students.

## **Family Educational Rights and Privacy Act of 1974 Student Rights**

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education record within 45 days of the day the College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Andrews Presbyterian College to comply with the requirements of FERPA.

Detailed information about these rights is available in the student handbook, *The Saltire*. For questions regarding FERPA, please contact the Dean of Students.

## **Drug-Free Workplace**

It is the policy of the College to maintain a drug-free workplace and educational environment. Accordingly, all employees and students are prohibited from illegally using, distributing, manufacturing or possessing controlled substances of any kind on the premises of the College. The College reserves the right to require pre- and/or post-employment drug tests at its discretion.

Each student is held accountable to *The Saltire*, the student handbook.

All employees are required to immediately submit to drug tests subsequent to being involved in an accident of any kind whether or not they are injured. Failure to do so will result in immediate termination.

Each employee must, as a condition of employment, comply with the drug-free workplace policy and notify his/her immediate supervisor of any conviction of a drug charge which results in a violation of the College's drug-free workplace policy. Such notification shall be made no later than five (5) days after such conviction.

The College will notify any appropriate federal agency or office from which it receives grants, loans or other financial support within ten (10) days from notification of an employee's drug conviction.

Within thirty (30) days of receiving the notice referred to in the fourth paragraph above (that is, any conviction of a drug charge), the College will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other remedy deemed appropriate by the College. Among other things, the College may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies as a condition of continued employment.

From time to time, the College will inform the employees about this policy, the dangers of drug abuse in the work place, and available drug counseling, rehabilitation and assistance programs.

## **Heritage of St. Andrews**

St. Andrews Presbyterian College was formed through the merger of two Presbyterian-related colleges; Flora Macdonald College in Red Springs, NC (founded for women in 1896) and Presbyterian Junior College for Men in Maxton, NC (founded in 1928). Created as a residential, coeducational, senior college of arts and sciences, a new campus for the consolidated college was constructed in Laurinburg, NC, and instruction was initiated at that site in 1961. The name of the college was chosen to memorialize our founding by Presbyterians and the establishment of that denomination in Scotland, celebrate the commitment of Scots and Presbyterians to promoting educational excellence, and identify it with the University of St. Andrews, a leader in higher education in Scotland.

True to our foundational heritage, St. Andrews is a student-centered institution of higher learning. At St. Andrews, our first priority is our students and we take teaching and learning seriously. Our academic standards and expectations are high, and we pursue academic excellence with determination and vigor. We labor diligently to assist each student achieve academic success and meet personal goals, and we enjoy uncommon success in helping to transform the lives of our students for the better. We intentionally emphasize the development of the whole person – intellectually, socially, and spiritually – so students may achieve their fullest potential and become contributing members of society. We emphasize interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. And, we are a college where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a true teaching and learning environment.

## **Mission Statement**

The mission of St. Andrews Presbyterian College is to educate its students to be knowledgeable and imaginative servant-leaders well prepared for a lifetime of learning, leadership and service in an ever-changing and interdependent world.



### **The College fulfills its mission by:**

- Engaging students with a curriculum informed by the values and intellectual traditions of its Presbyterian heritage, inspired by the openness of the liberal arts and sciences, and realized in dialogue among students and faculty
- Enabling students to develop a depth of knowledge and expertise in a chosen field of study, balanced by a breadth of knowledge that is interdisciplinary at its core, global in its scope, and practical in its application
- Encouraging students to strive for excellence in all aspects of their lives, through academic and co-curricular programs, with a due regard for physical, mental and spiritual well-being
- Empowering students to break down intellectual, cultural and interpersonal barriers in order to become creative, engaged and contributing world citizens

## **About St. Andrews**

### **Accreditation**

St. Andrews Presbyterian College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award baccalaureate degrees.

The academic program of the College is accredited by the American Academy for Liberal Education.

In addition, the College is accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction.

The College is a member of North Carolina Independent Colleges and Universities, the Association of Presbyterian Colleges, the Council of Independent Colleges and the Association of Collegiate Business Schools and Programs. The College's women graduates qualify for membership in the American Association of University Women.

### **The Students**

St. Andrews students hail from throughout the United States and from many foreign countries. Together they create a cosmopolitan atmosphere in an academic community that challenges them to do their best in intellectual pursuits, creative endeavors, and service to others.

### **The Faculty**

Of the full-time teaching faculty, 80% hold the earned terminal degree. Their first priority is to deliver quality teaching and effective advising. They are also accomplished scholars and actively contribute to the local community. A student-to-faculty ratio of 13:1 facilitates the highly interactive approach to teaching and learning that characterizes St. Andrews. A commitment by the faculty to interdisciplinary teamwork in the teaching of the general education program and in other academic programs enhances the vitality and appeal of the educational experience at St. Andrews. Many of the faculty have lived, traveled or studied in Europe, Africa, Asia and Latin America. Others bring to their classrooms varied insights, applications and connections from previous work and service experiences.

### **Location**

St. Andrews is located on the south side of Laurinburg, a community of 18,000 people. The city is located at the junction of U.S. Routes 401, 15-501, and 74.

Three times an “All-America City,” and the county seat of Scotland County, Laurinburg offers students a pleasant setting for study and recreation, where they enjoy a climate similar to that of the nearby resorts of Southern Pines and Pinehurst. Spectacular mountains and magnificent beaches are within easy driving distance.

## **About the Campus**

Leading educational consultants worked with architects and landscape designers to translate contemporary Christian educational philosophy into modern construction. The campus architecture won its architects a first-place citation in national competition in the early 1960s.

The 600-acre campus features classroom, administrative, and residential buildings grouped on opposite banks of the 70-acre Lake Ansley C. Moore, with many acres of forested land surrounding the campus, creating a park-like atmosphere. Additionally, the Laurinburg campus includes a 300 acre equestrian farm located about a mile away.

St. Andrews also includes an off-site program located on the campus of Sandhills Community College in Pinehurst, NC, and an online program.

## **Assessment**

The College is committed to a process of continuous institutional self-examination at all levels and in all areas, both academic and administrative. The reason for this process is to provide a documented record of the College’s degree of success in attaining its stated purpose, to identify those areas of weakness requiring improvement, and to implement those changes necessary to achieve institutional goals and improve educational programs, services and operations. The College’s program of assessment is both systematic and comprehensive, utilizes quantitative and qualitative means of assessment, and plays a critical role in the institutional planning process.

## **Admission**

First-year and transfer students may be admitted to the Laurinburg campus for both Fall and Spring terms and non-traditional students may be admitted through the Center for Adult and Professional Studies for Fall, Spring and Summer terms. St. Andrews accepts students with high abilities and also those with high potential. The Office of Admission seeks to ensure that candidates for admission possess the characteristics and skills necessary for success at St. Andrews. The College accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, or sex. Prospective students are encouraged to contact the campus to discuss the College and its programs and to share their personal goals. Personal visits are encouraged. To discuss your interest in St. Andrews or to schedule a visit with the Office of Admission, students should call 1-800-763-0198.

To apply, each student should submit an application for admission and a \$30 nonrefundable application fee. An online version of the application is available at [www.sapc.edu](http://www.sapc.edu). St. Andrews operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed and decisions are made. An enrollment deposit of \$250 is required. Deposits are refundable until May 1.

# Admission Requirements

## First-Year Freshman Students

First-year freshman students are those who are entering St. Andrews from high school or students with less than 12 semester college credits. To complete the application for admission, all first-year students must request an official high school transcript and scores from the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT). The report should be sent directly to St. Andrews through the appropriate testing report service or as a part of the high school transcript. The transcript and score reports should be sent directly to the St. Andrews Office of Admission, 1700 Dogwood Mile, Laurinburg, NC 28352.

Freshman applicants must satisfactorily complete at least 13 of the following college prep curriculum courses:

1. Three units of English.
2. One unit of language.
3. Three units of mathematics, including Geometry and Algebra II.
4. Three units of social studies.
5. Three units of science.

Our admissions philosophy is very simple – we look at each applicant individually as a whole because our mission is to educate the whole individual. There are no stated minimum scores for GPA or test scores. We strongly consider GPA and class rank as evidence of past academic success, SAT/ACT scores as an indicator of future academic success, and extracurricular activities with emphasis on leadership, volunteerism, service and commitment as evidence of the breadth and depth of involvement and predictor of contributions as a member of our campus community.

Students who do not have an academic and/or extracurricular record consistent with St. Andrews students may be required to submit additional information including but not limited to: an essay, letter(s) of recommendation, resume, sample of scholarly work and an interview. Final decisions are made by a faculty committee.

Students who have received high school equivalency certification based on the General Education Development (GED) test may be considered for admission. These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. SAT or ACT score reports are also required, as well as a teacher or counselor recommendation. All official documents, including the GED certificate, should be mailed directly to the St. Andrews Office of Admission.

Students educated in home school and non-traditional settings will be considered for admission. The admissions office may request submission of completed work, portfolio, test scores, and other information to make a decision on the application in addition to SAT or ACT scores. Homeschooled students who cannot provide an official high school transcript must provide a GED certificate.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the St. Andrews Office of Admission and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.



## **International Student Admission**

The United States Citizenship and Immigration Services, USCIS, requires St. Andrews Presbyterian College to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including: tuition, room and board, insurance, fees, books, and transportation. St. Andrews requires, as part of the application process, a completed Statement of Financial Responsibility and Affidavit of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official. Students can expect to receive an I-20 form only after acceptance, and the payment of an enrollment deposit in U.S dollars of \$250. Payment of the first semester's total fees must be made prior to the arrival of the student. The student must present the I-20 form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States. Enrollment deposits are not refundable after May 1.

## **Requirements for International Students**

Students needing an F-1 Visa for the fall semester must file a complete application by May 1. Students needing an F-1 Visa for the spring semester must file a complete application by October 1.

Requirements for admittance of first-year or transfer international students are:

1. Application.
2. \$30 Application Fee in US dollars.
3. Official transcript in its original language and an official English translation from each secondary school, college and university attended.
4. Complete an evaluation of all academic documents compiled by an independent academic credential evaluation provider. St. Andrews requires all applicants to utilize World Education Services (WES) (found at [www.wes.org](http://www.wes.org)) or International Education Research Foundation, Inc. (IERF). (found at [www.ierf.org](http://www.ierf.org)) for this service.. WES and IERF require a fee from the applicant for processing transcript evaluations.
5. Official report of TOEFL or SAT scores:
  - If English is not your native language, provide evidence of proficiency in the English language by submitting scores on one of the following:
    - Test of English as a Foreign Language (TOEFL) taken within 18 months of application. TOEFL is administered by the Educational Testing Service; registration and information are available at [www.toefl.org](http://www.toefl.org).
    - International English Language Testing System (IELTS) taken within 18 months of application. Registration and information are available at [www.ielts.org](http://www.ielts.org)
  - If English is your native language, take the Scholastic Aptitude Test (SAT) through The College Board within 18 months of application. The SAT is administered through The College Board with registration and information available at [www.sat.org](http://www.sat.org).
6. Two letters of recommendation, one of which must be from an English instructor, if English is not your native language.
7. Essay on why you wish to study in the U.S.
8. Complete St. Andrews Immigration Status Form (available on-line).

9. Complete statement of Financial Responsibility and Affidavit of Financial Support (available on-line).

## Second Degrees

If a student has a Bachelor's degree from another college, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited college within the previous five years by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and complete a minimum of 30 credits at St. Andrews.

## Transfer Admission

Students may transfer to St. Andrews for the Fall or Spring semester. In addition to the application, official high school transcript and SAT or ACT scores, transfer students must submit official transcripts from all colleges attended, in compliance with federal enrollment guidelines. Students must also submit a Dean's Questionnaire for Transfer Students, completed by the last college he/she attended. This form is available online.

Prospective transfer students who have earned a minimum 2.5 GPA with at least 12 college credits are normally accepted. Applicants whose GPA is below 2.5 will be considered on an individual basis. Students who have an Associates Degree or if applicant is older than 25 an SAT or ACT is not required. All transfer applicants must be in good standing at the college last attended as evidenced by a completed Dean's Questionnaire for Transfer Applicants.

## Experiential Learning Credit

St. Andrews Presbyterian College recognizes that learning takes place in settings other than the traditional classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any credit awarded for experiential learning will apply to general electives, related studies, and by exception with the appropriate Department Chair's written approval may apply to the general education requirements. **Unless specifically approved by the major department, Experiential Learning Credits will not be used in substitution for requirements in the student's major area of study.** In reviewing applications for experiential learning credit, the College will apply standards published by the American Council on Education through its College Credit Recommendation Service.

**A student seeking Experiential Learning Credit (ELC) must demonstrate with proper documentation that learning has occurred. Credit is awarded for learning outcomes, not life experiences.**

The knowledge gained must be of collegiate quality and must be equivalent to the contents of a similar course included in the current curriculum at St. Andrews Presbyterian College. The quantity and quality of learning the student believes he/she has acquired must be academically measured and compared to the learning outcomes expected from students attending a similar St. Andrews Presbyterian College course. A technical course might be considered *only* if it meets academic standards in content and expected learning outcomes commonly expected in a similar course in the St. Andrews Presbyterian College curriculum. All ELC awarded must relate to the current St. Andrews Presbyterian College curriculum and to the learning

outcomes expected in its courses. Any exceptions to the above will be handled on an individual basis and must be approved by the appropriate Department Chair and the Vice President for Academic Affairs.

Applications for Experiential Learning Credit must be submitted either prior to the student's matriculation as a student at St. Andrews or in the student's first semester of study. The portfolio submitted by the student for Experiential Learning Credit must be completed within the student's first semester of study.

A student desiring to apply for Experiential Learning Credit will contact the Associate Dean for Academic Affairs to discuss the requirements for such credits. The Associate Dean will provide the student with guidelines for preparation of a portfolio documenting the learning outcomes associated with the student's experience or training. The portfolio shall include, at a minimum:

- Dates of instruction or experience, location, sponsoring organization, names and contact information of faculty member(s), and to the extent possible, information regarding faculty credentials.
- Bibliographic information for any published books or documents employed in the course.
- A copy of any instructional materials employed (syllabus, hand-outs, training materials, etc.).
- Documentation of stated learning outcomes (may be included in the course syllabus).
- Copies of any assignments submitted in the course of the training.
- A description, in narrative form and in the student's own words, of the educational experience, the skills or knowledge acquired, and applicability to the student's degree program.
- The applicable St. Andrews courses the student is requesting these experiences parallel.

Once the portfolio is completed and submitted to the Associate Dean, it will be the Associate Dean's responsibility to confer with appropriate Department Chairs to ascertain the appropriateness of the documented learning outcomes as related to St. Andrews requirements.

The Associate Dean will notify the student of the acceptance or non-acceptance of the documented learning outcomes as satisfying parallel St. Andrews requirements. In the case of acceptance, the Associate Dean will also notify the Registrar of any credits to be awarded and their distribution.

Credits awarded by Experiential Learning portfolios will be billed at the currently adopted per-credit-hour rate plus an additional fee of \$50 per credit.

If the decision is reached to not allow the granting of requested credits, the student may appeal the Associate Dean's decision to the Dean of the College. The decision of the Dean shall be deemed final.

## **Military Students**

St. Andrews is a member of the Servicemembers Opportunity College Consortium (SOC). As a member of SOC, St. Andrews is committed to ensuring educational opportunities for service members and for providing for the transfer of relevant course credits from military training utilizing the American Council on Education's credit recommendations.

St. Andrews also participates in the Army Recruiting Command's Concurrent Admissions Program. This allows eligible newly-enlisted soldiers to be granted admission or provisional admission and to defer their enrollment until they have

completed their initial enlistment. For those in the Army Reserve, enrollment is deferred until completion of their initial active duty.

## **Center for Adult and Professional Studies**

### **Educational Opportunities For Non-Traditional Students**

St. Andrews Presbyterian College offers academic programs to non-traditional and non-residential students through off-site instructional locations and distance learning delivery systems. Coordination of these programs is under the auspices of the St. Andrews Center for Adult and Professional Studies. Students enrolled in St. Andrews Presbyterian College through the Center for Adult and Professional Studies (CAPS) have access to all course deliveries available at the College. In consultation with the student's advisor, CAPS students may enroll in courses on the main campus, St. Andrews @ Sandhills, or online without the need for additional approvals. It is the policy of St. Andrews Presbyterian College that courses offered in alternative formats will have academic rigor, faculty engagement, student expectations, and student engagement comparable to courses offered in a live classroom format. Whether delivered in a traditional classroom setting or online, St. Andrews Presbyterian College retains responsibility and control for all aspects of its programs including course content, delivery and evaluation, faculty qualifications, training, and evaluation, and assessment of student learning outcomes. The College provides a range of services to support these programs including, but not limited to, admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students are admitted to non-traditional programs after evaluation of application, transcripts of previous college work, and other required information. Students admitted to online programs must have access to a high-speed internet connection, computer hardware and software as required for the specific course, and basic knowledge of the technology. Students in these programs will have complete access to College library resources either online, by phone, or in person.

A schedule of expenses and fees for non-traditional and non-residential programs is found in the Fees section of this catalog.

### **St. Andrews @ Sandhills**

The College offers evening and weekend classes leading to the Bachelor's degree in the St. Andrews @ Sandhills off-site instructional program on the campus of Sandhills Community College in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion is provided on a semester basis. The Sandhills program offers two majors and one certification program: Bachelor of Arts in Business Administration and Bachelor of Arts in Education (Elementary). The Education Program also offers courses leading to licensure to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis.

Prospective students interested in the St. Andrews @ Sandhills program may request additional information from St. Andrews, 1-800-763-0198 or at [www.sapc.edu](http://www.sapc.edu).



## **St. Andrews ONLINE**

St. Andrews ONLINE offers courses within the St. Andrews academic program in an online format. St. Andrews ONLINE brings the classroom to students, offering the flexibility and accessibility needed to reach your educational goals. Online courses are accessible from anywhere and are offered in 8-week class rotations. Online courses are delivered through a user-friendly online learning platform. Students and instructors can exchange ideas, experiences and knowledge, while interacting almost as if they are physically present in the same room.

Students maximize their time and realize their potential without setting foot in a classroom. The online program is designed to help students meet their educational goals from the comfort of their own homes while balancing career and family commitments. Financial aid is available to qualified students.

Students access their online classes on a Learning Management System housed on the World-Wide Web. Student access to online courses is controlled by student-specific usernames and passwords provided at the time of enrollment. It is the student's responsibility to protect her/his username and password to assure that no one else has access to the student's course. Student information housed in the Learning Management System is maintained in compliance with the Family Education and Privacy Rights Act (FERPA).

Degrees available include the Bachelor of Arts in Business Administration (Administration, Equine Business Management), Interdisciplinary Studies, Education (Elementary) and courses leading to Teacher Licensure. Certificate programs include Equine Business Management, Therapeutic Horsemanship Business Management, and Organizational Leadership. Most students can complete certificate requirements in as little as a year. In addition, students may take courses on a non-degree seeking basis.

A baccalaureate degree from St. Andrews requires successful completion of 120 semester hours within approved curriculum requirements. A maximum of 58 semester hours may be earned through St. Andrews ONLINE. Credits transferred to St. Andrews must be earned from a regionally accredited institution. Students currently enrolled must submit an official partial transcript at the time of application.

### **Certificate Programs**

Students enrolled in St. Andrews through the Center for Adult and Professional Studies who are not interested in seeking the Baccalaureate degree may pursue certificates of completion in the following areas:

- Certificate in Equine Business Management

- Certificate in Therapeutic Horsemanship Business Management

- Certificate in Organizational Leadership

Students pursuing certificates through the Center for Adult and Professional Studies are enrolled as Special Non-degree Seeking students. Credits earned in these programs are transferrable into baccalaureate programs at St. Andrews or to other institutions of higher learning.

Prospective students interested in the online program may request additional information from St. Andrews, 1-800-763-0198 or at [www.sapc.edu](http://www.sapc.edu).

### **Non-Traditional Student/Adult Learner Admissions Requirements**

Students interested in attending the satellite or online degree programs must submit the St. Andrews Application for Admission and a non-refundable \$30 application fee. Applications are available at [www.sapc.edu](http://www.sapc.edu).

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, together with official transcripts from all colleges attended are required to complete each application. Composite transcripts are not accepted. Students currently enrolled must submit an official partial transcript to accompany the application and the final transcript upon completion of the term. The application and transcripts should be sent directly to the St. Andrews Office of Admissions, 1700 Dogwood Mile, Laurinburg, NC 28352.

## **Transcript Evaluation**

Transfer credits from other regionally accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of C- or below are accepted in transfer only if the student's overall GPA is 2.0 or above. A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two. Final authority for transcript evaluation rests with the Office of the Registrar. It is the prerogative of individual departments to decide what previously taken courses will count towards a major or licensure program. Students are responsible for conferring with their academic advisors to determine the most appropriate means of satisfying major/licensure requirements.

St. Andrews Presbyterian College and the North Carolina Community College System have an articulation agreement. An incoming transfer student who has earned an Associate in Arts or Science from a member of the North Carolina Community College System may expect to be a junior (up to 65 credits) upon admission if the student's overall grade point average is 2.0 and grades of C or better on all coursework have been earned. New transfers coming from the N. C. Community College System with an Associate in Arts or Science will be considered to have fulfilled our lower-division, institution-wide general education requirements. Students must have an overall grade point average of 2.0 and have earned a grade of C or better on all general education courses. An additional 20-21 semester hours of approved electives may also be transferred, with the same criteria as above. Students that do not complete a degree at a North Carolina Community College but who have fulfilled the General Education requirements will be considered to have fulfilled our lower division, institution-wide general education requirements, provided the student's overall GPA is 2.0 and all coursework has earned a grade of C or better. Those students will be awarded credit for any general education course.

St. Andrews Presbyterian College is under no obligation, legal or otherwise, to accept academic credits of any institution except under reciprocal agreements.

## **Student Access to Day, Evening, and Online Classes**

Traditional, residential students will normally complete their courses on the main campus. Should the need arise for main campus students to access online or off-site courses through the Center for Adult and Professional Studies, the student, in consultation with her/his advisor will contact the Associate Dean for Adult and Extended Programs to investigate alternative course deliveries. Tuition and fees will be consistent with tuition and fees on main campus. Courses taken online will also incur a charge of \$150 per course. Any overload charges generated by these alternative arrangements will be borne by the student. Students admitted to St. Andrews through the main campus must wait at least two semesters after their last main campus enrollment to be considered for admission into the Center for Adult and Professional Studies. Summer online courses offered through the Center for

Adult and Professional Studies will be available to all students, regardless of campus affiliation. Tuition and fees for summer courses are in accordance with the fee schedule published in the current catalog.

## **Special Admission Non-Degree Seeking Students**

Individuals who do not wish to pursue a degree may apply and be accepted as non-degree seeking students. A high school diploma is not required for non-degree status; however, students who have graduated from high school within the last two years generally are not admitted as non-degree students, but instead must meet regular admission standards as outlined above for new students. Students under academic and/or disciplinary suspension or probation from this or any other institution may not be admitted in this category.

## **Readmission of Former Students**

Students who have been absent from any St. Andrews campus for one semester or longer and who wish to return to that campus must apply for readmission. The application for readmission is available online and must be returned, to the Office of Admissions, 1700 Dogwood Mile, Laurinburg, NC 28352. There is a \$100 readmission fee for the Laurinburg campus only. The fee is non-refundable even if the applicant cancels. St. Andrews @ Sandhills and ONLINE students are not charged a readmission fee. Students who have withdrawn voluntarily, while in good standing, will normally be readmitted to the College upon receipt of the application and fee for readmission.

Students who withdraw and/or have been suspended from the College while not in good standing must produce evidence of having corrected any academic, social, or other non-academic deficiencies before their application for readmission is considered. The College reserves the right to determine the suitability of such evidence. Readmission is never automatic. Students who are readmitted after being formally separated from the College must satisfy the graduation and program requirements as specified in the catalog which is in effect at the time of readmission.

Students who have attended other colleges or universities must have a complete and official transcript of that college credit on file in the St. Andrews Office of the Registrar by the registration day of the semester in which they plan to enroll.

No action on readmission will be taken until ALL required materials have been received. Deadlines for receipt are November 15 for spring term, July 15 for fall term, and March 15 for summer term. It is the applicant's responsibility to verify that the application and all required supporting materials are received prior to the deadline.

The readmission decision will be made in light of the above information and after consideration of the student's academic record at St. Andrews. A student will not be readmitted if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interest of the student or the College.

Students who wish to return to St. Andrews through a different campus option must reapply for admission to that campus using the application process for that campus.

## **Visiting Students**

A student may be admitted to St. Andrews as a visiting student from another accredited college or university. The visiting student is required to present certification from an authorized person of the other institution (i.e.: registrar, director

of admission, vice president of enrollment, etc.) stating that the student is in good standing at the other institution. The student is encouraged to obtain prior approval for credit transfer from St. Andrews to the currently attended institution. Questions concerning the transfer of credits should be directed through the Office of the Registrar, 910-277-5221.

## **Campus Life and Resources at St. Andrews**

Life beyond the classroom at St. Andrews is also a vital part of the liberal arts college experience. There are many opportunities for students to enrich their educational experiences in the St. Andrews living and learning environment through extracurricular and recreational activities, residence hall programs, athletics, equestrian events, intramurals, social events, clubs and organizations, student governance programs, religious and spiritual programs, community service projects and trips, and leadership activities. In addition to campus-wide activities and events, a broad range of support services is offered to support the total well being of St. Andrews students.

## **Student Responsibilities and the St. Andrews Community Honor Code**

As members of the St. Andrews community, students have responsibilities that are reflected in the St. Andrews Community Honor Code below and described in detail in *The Saltire*, the student handbook. A copy of *The Saltire* is given to each student at the beginning of Fall Semester. Students are expected to be familiar with its content and will be held responsible for adhering to the policies within the handbook.

### **St. Andrews Community Honor Code**

(Accepted by the St. Andrews Community, Spring 1996)

#### **Preamble**

All members of the St. Andrews College Community must be responsible for their choices of behavior and make sure that these behaviors do not infringe upon other community members. The College has the authority and responsibility to establish rules and standards, which may require academic, moral, and ethical behavior that is considered above the standards of society at large. The principal responsibility for proper conduct rests with students, and as much as possible, they all are encouraged to resolve conflicts of individual rights and responsibilities themselves. The College will become involved, however, when a student cannot resolve a conflict her/himself; when there exists a reasonable basis to believe that local, state or federal laws have been broken; when there could be or is potential for personal harm or property damage; or when there exists a reasonable basis to believe that College conditions or policies have been violated. St. Andrews requires students to obey local, state and federal laws. The College does reserve the right to hold responsible those students whose behavior, either on or off campus, blemishes the College's general image or reputation, or otherwise evidences disregard for the safety, well-being or rights of others. If a student is



involved in an illegal act off campus, the College does reserve the right to initiate disciplinary action.

## **Community Honor Code**

I promise to be a contributing member of the St. Andrews Presbyterian College Community and supportive of its mission: to be responsible for my choices of behavior, to be honest in all my academic endeavors, to be respectful of the property and person of others, and to live in harmony with the social and natural environments which sustain this community.

## **Religious Life**

St. Andrews is a College of the Church, encouraged by the Presbyterian Church, U.S.A., to pursue truth and critically examine ethical and moral values in rigorous and freeing ways. St. Andrews is not sectarian: it is ecumenical in its outlook and in its commitments. It does not require a religious test of any kind of its students, faculty, or staff. Many religious traditions are represented in the student body.

## **Campus Ministries**

The College receives assistance from local clergy to provide spiritual guidance and support to students and other members of the campus community. Small group Bible study and several worship services occur throughout the semester on campus. Assistance is available to students of all faiths who seek places of worship in the area. Students, faculty and staff may participate in various community service projects at faith-related organizations, as well as Fall Break and Alternative Spring Break mission trips. For more information about Campus Ministries, contact the Office of Student Affairs at 910-277-5145.

## **Community Service**

The St. Andrews Mission Statement emphasizes the College's role in educating "its students to be knowledgeable and imaginative servant-leaders" who are prepared to lead and serve in the world. To that end, there are many opportunities available at St. Andrews for students who want to participate in service-learning as a part of their courses, as volunteers at local nonprofit organizations, and as members of domestic and international Alternative Spring Break Service trips. For more information about service opportunities, contact the Office of Student Affairs at 910-277-5145.

## **Career Services**

The Office of Career Services provides a full range of career-related support and resources to students and alumni. Students are encouraged to begin their career investigations during the first year at St. Andrews and continue to take advantage of the services and opportunities available at St. Andrews to help them move successfully toward graduate school or employment after graduation. Career Services provides the following: individual career coaching, résumé development, full and part-time employment searches, internship placements, assistance with selecting a major or graduate school program, and preparation for employment and graduate school interviews. In addition, students may find information about on-campus Federal Work-Study positions, off-campus employment and internship opportunities, career fairs, graduate schools, and online resources through the office. The Office of Career Services is located in the William Henry Belk Center on the

upper floor, directly across from the Bookstore. Operating Hours are Monday - Friday from 8 a.m. until 4 p.m. Students and alumni are always welcome to drop by or contact the Career Services Director at 910- 277-5331.

## **Student Health and Wellness Counseling Services**

College is a time of transition and growth. In addition to the opportunities for intellectual development, college also provides opportunities for students to learn how to deal effectively with relationships of all kinds, balance work and recreation, manage emotional, physical, and mental stress, improve time management skills, and make positive decisions about how they want to live their lives. The Counseling Services staff is available to assist students in dealing with these matters and more through confidential individual and couples counseling.

Counseling Services is located in the Health and Wellness Center in Pate Hall. The counseling staff is provided through a partnership with Robeson Family Counseling Center, an office of Wake Forest University Baptist Medical Center's CareNet Counseling Centers. All information discussed in counseling is held in confidence to the limits provided by the law. No record of counseling is made on students' academic transcripts.

Operating hours are typically Mondays, Wednesdays, and Thursday, 10 a.m. to 4 p.m. except College holidays and breaks. To schedule a confidential appointment students may call 910-277-5040. If students are in crisis they should contact Counseling Services at 910-277-5040 during normal business hours. For emergencies after hours and on weekends, they should contact the on-call counselor at 910-323-6452, the RD On-call at 910-280-1753, the Campus Safety Duty Officer at 910-280-2895, 911, or go to the emergency room at Scotland Memorial Hospital.

## **Campus Clinic**

St. Andrews provides health and wellness education, routine medical and first aid services, and referral services to students, staff, and faculty through its campus clinic. The Clinic is staffed by a Registered Nurse with many years of experience in college student health. The Clinic is open Monday through Friday 8:00 a.m. to Noon in the Health and Wellness Center in Pate Hall except during College holidays and breaks. Scotland Urgent Care, numerous medical specialists, and the hospital emergency room are within minutes of campus. For urgent medical issues after clinic hours, students may seek help at Scotland Urgent Care at 910-277-8300 (open 8:00 am to 7:30 pm every day of the week) or Scotland Memorial Hospital Emergency Services at 910-291-7000 (open 24 hours a day) or call 911 for an emergency care to come to campus. If 911 is called, students should notify Campus Safety at 910-280-2895 as well.

All degree-seeking students are required to be covered under medical insurance and provide proof of adequate coverage to the Business Office and Campus RN. Information regarding insurance requirements and fees may be found in the "Financial Planning" section of the Academic Catalog. For questions about health services, students should contact the clinic nurse at 910-277-5385.

## **Precautionary Health Care Measures for Travel Abroad**

Three basic premises shape the policy of St. Andrews Presbyterian College concerning the taking of precautionary health care measures for students and faculty engaged in international travel: 1) that students and faculty will encounter situations

in international travel which will require them to make advance preparations and take precautionary health care measures; 2) that, in order for those who administer programs to be of the most help to students before, during and after their international travel experiences, students traveling abroad under the auspices of the College's programs must provide information to College officials about their health status; and 3) that those traveling abroad are ultimately responsible for taking their own precautionary health care measures prior to travel and for exercising prudent judgment in reducing risks to personal health and safety while traveling and, as needed, after their return.

## **Campus Safety and Security**

The Office of Campus Safety and Security, located in Burris Hall, provides leadership for developing and implementing safety and security measures for the entire St. Andrews community. Activities include, but are not limited to, vehicle registration, guest registration, traffic regulations enforcement, patrol of College property and facilities, first-line response for situations involving students, staff, and faculty safety, fire safety, hazardous weather alerts and implementation of emergency text messaging and voice mail communications, crisis intervention, and prevention programs. The Office also maintains close communication with Laurinburg and Scotland County law enforcement. Working within a framework of federal, state, and local laws, Campus Safety and Security also maintains compliance with the institutional policies and educational philosophy of St. Andrews. Detailed information about Campus Safety and Security regulations is available in *The Saltire* student handbook. The on-call duty officer may be reached anytime at 910-280-2895.

## **Dining at Knights Dining Hall and Pipers Café**

Knights Dining Hall is located in the Belk College Center and serves three meals daily (brunch on Saturday and Sunday). In addition to traditional hot meals, Knights Dining Hall offers a multi-item salad bar, soup station, a sandwich bar, burgers, dogs and pizza, desserts, and a prepared 'before your eyes' daily special. Pipers Café is located in the James L Morgan Liberal Arts Building (Morgan LA) and offers prepared to-go items for breakfast and lunch. Knights Dining Hall is open throughout the regular academic year except during campus holidays and breaks. Pipers Café is open while classes are in session. Commuter students, staff and faculty may purchase a long-term meal ticket. Even though the College dining services offers a range of options to meet the nutritional requirements of most students, there may be circumstances in which the selections must be modified to accommodate the unique dietary needs of a student. For more information about meal plan modifications, see the section on *Meal Plan Modifications* in *The Saltire* student handbook, or contact the Dean of Students at 910-277-3955. Dining services are provided by Chartwells College and University Dining Services.

## **Residence Life**

The Residence Life program is designed to enhance students' total educational experience by utilizing the residence halls as living/learning environments. Social and educational programming, small group discussions, and personal attention are all common to the education that occurs within the residence halls at St. Andrews. St. Andrews seeks to challenge individuals to develop autonomy and competence, manage emotions, establish identity, develop positive interpersonal relationships,

appreciate and celebrate differences, resolve conflicts effectively, and live with purpose and integrity. The residential community at St. Andrews is designed to provide the structure necessary for academic success as well as to ensure that students can experience the freedom of college life.

At residential liberal arts colleges, the daily living experience is considered to have an important role in student learning and development in conjunction with the academic experience. To support that role, St. Andrews expects all full-time students to live on campus and participate in the College meal plan. Exceptions are rarely granted. Students are encouraged to read *The Saltire* student handbook before requesting an exception to the residency requirements. They may also contact the Dean of Students at 910-277-3955 if they have any questions.

Disability-related housing accommodation requests should be submitted to the Office of Disability Services. The Program Coordinator for Disability Services will verify that appropriate disability documentation is on file to support the request and coordinate the request with the Director of Housing Services and the Dean of Students.

There are four multi-story single-gender halls (two are for upper-class students and two are for freshmen). There are four single-story co-ed halls. Each hall has four to eight suites consisting of six to eight rooms, a large bath and suite lounge. Halls also have laundry facilities and a larger main lounge with a television. Microwaves are provided in each suite lounge. All halls are smoke-free. Concord, Wilmington, and all suites in Granville are alcohol-free. In Granville Apartments, Albemarle, Mecklenburg, Pate, and Winston-Salem, students of legal age may elect to use alcohol in their individual rooms. Orange is the only hall where alcohol may be consumed in a public area (i.e. the hallways, suite lounges, main lounge, and courtyard). Alcohol use is not allowed in the public areas of any other hall, unless there is a sanctioned party.

Each room is wired for computer access and Granville Hall has Wi-Fi. Most students use personal cell phones for their primary campus telephone contact numbers. However, any student may request a Cisco VOIP landline phone in his/her residence hall if he/she agrees to set up the voicemail. The telephone jack provides campus and local service.

## **Residence Hall Staff**

A Resident Director (RD) is the professional responsible for supervising personnel and the total educational and developmental program within the residence hall. This includes supervision of the Resident Assistants, program development, policy enforcement and facility management. RDs are part of the Student Affairs staff, are College officials, and report to the Dean of Students (or designee).

Resident Assistants (RAs) are students selected to serve as peer counselors and peer advisors to their residents. Even though they are students, they also are considered employees of the Residence Life Program and report to the RD for their hall and the Dean of Students (or designee). Each RA is responsible for supporting the policies and pursuing the goals and objectives of the Office of Student Affairs (OSA) and the College policies as outlined in *The Saltire*. The RA assists in the administrative operation of the hall, helps to ensure that the rights of students are protected and not abused by others, provides information about College services and resources, and helps to stimulate educational, cultural, social, and recreational programs in the residence hall. RAs are paraprofessional staff at the level between the Resident Director and the individual hall members. If an issue cannot be resolved satisfactorily between members of the residence hall, it should be brought to the attention of the RA. If resolution is still



unsuccessful, it is the job of the RA to refer the issue to the Resident Director of the hall or the Dean of Students.

## **Literary and Theatrical Activities**

### **Fortner Writers' Forum**

The Fortner Writers' Forum hosts weekly literary readings for students, faculty, staff, and guests. The Writers' Forum has hosted Tom Wolfe, Donald Keene, Fred Chappell, James Dickey, Reynolds Price, James Laughlin, Robert Creeley, Romulus Linney, Carolyn Kizer, Robert James Waller, and novelist and former St. Andrews professor Clyde Edgerton. Often an informal question and answer period with the guest writer is held after the reading.

Another valuable component of the Writers' Forum is Open Mic, providing all members of the community an opportunity to share their work.

### **St. Andrews College Press**

Leading writers from across the nation and around the world come to St. Andrews, attracted by the activities of one of the finest small presses in the nation. St. Andrews College Press has published more than 130 books since its founding in 1969.

### **Student Literary Endeavors**

St. Andrews strongly encourages students to produce original works of creative writing. Juniors and seniors may participate in the Chapbook competition, in which the winning student has his or her work published by the St. Andrews College Press. The St. Andrews literary magazine, Gravity Hill, is published annually, and welcomes submissions from writers on the St. Andrews campus and around the nation.

### **St. Andrews Highland Players**

St. Andrews theatrical and video-producing organization, the Highland Players, offers students performance and production experience in mainstage theatrical productions, student studio performances, video features, and dramatic readings. All students are invited to attend and participate in these events.

## **Student Activities**

### **Social Events**

Many opportunities for involvement in social activities are provided for St. Andrews students. Catering to a diverse student body, St. Andrews offers something for everyone. An array of social events sponsored by residence halls, the Student Activities Union, and other clubs and organizations fill the calendar. Movies, parties, dances, athletics events, performing artists, comedians, coffeehouse entertainment, novelty/variety shows, and intramural competitions are all highly anticipated events. Games, contests and lots of Knight spirit come together each fall as the entire community comes out to celebrate Knights Fest, a homecoming style event. ExtravaGANZA is a week-long event held annually each spring with many traditional, fun events scheduled including two nights of live music. Student groups may elect to host an event on campus in one of several venues. Students may reserve

a specific venue through the Assistant Dean of Students, including Carol Grotnes Belk Main Room, The Knight Life, and Farrago.

## **St. Andrews Student Government Association**

The Student Government Association (SGA) is the official representation of the student body. One of the main purposes of the SGA is to foster communication between the administration and the student body. SGA functions as an administrative body and as a service to all community members. The SGA is able to represent student opinion on College committees, and the president and vice president are able to attend faculty meetings. Students are encouraged to take advantage of what the SGA offers. Students are represented by Senators who are elected to ensure that their constituents' concerns regarding College affairs are dealt with as effectively as possible. In addition, all SGA officers welcome input from students who wish to share their views. SGA is the administration's primary source of student opinion. The administration and faculty value student opinion and involvement, and urge students to take advantage of their power, constructively, by becoming active members of the SGA.

## **Student Organizations**

Clubs and organizations at St. Andrews encompass a variety of interests including academic, athletic, religious, political, and social. Membership in most is open to any interested individual; a few require a selection process. If by some chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does. Students wishing to learn more about general student activities as well as clubs and organizations should contact the Assistant Dean of Students in the Office of Student Affairs at 910-277-5148.

### **Current Campus Organizations:**

- Anime Club
- Cairn
- Campus Crusade for Christ
- Chapbook* (A student literary publication competition)
- Christian Student Union
- Craft Club
- Ethics Bowl Club
- Fellowship of Christian Athletes
- Forensics Club
- Fortner Writer's Forum
- GANZA Core
- Gay Straight Student Alliance
- Gender Justice Club
- Gravity Hill* (literary magazine)
- GREEN
- Highland Players
- Historical Student Association
- Lamp and Shield* (Yearbook)
- The Lance* (Campus newspaper)
- Lion's Club – St. Andrews Campus Chapter
- Martial Arts Club
- Riding Council
- Spanish Club
- Student Activities Union

## **Leadership Development and Opportunities**

Opportunities to exercise leadership skills and abilities are also available at St. Andrews. Many positions exist in the Student Government Association ranging from the SGA executive board to the student conduct system to residence hall councils. Also, each club and organization has its own set of officers. One of the officers or members of each club is a part of the Leadership Council, which meets monthly to discuss issues facing student organizations, keep open the lines of communication, plan campus-wide programs, and receive on-going leadership training for themselves and their organizations. *Emerging Leaders* is a credit-bearing leadership development program for a select group of first and second year students. Each fall, faculty and staff are invited to submit nominations. From the applicants, a group of 15-20 participants is chosen based on personal characteristics which indicate leadership ability. Participants build a foundation of skills and knowledge by evaluating leadership concepts, developing personal strengths, clarifying personal values, and creating strategies to be successful in leadership roles while at St. Andrews and in future endeavors.

Students wishing to learn more about student leadership opportunities should contact the Assistant Dean of Students or the Director of First Year Programming in the Office of Student Affairs 910-277-5145.

## **First Year Programming**

First year programs at St. Andrews help students meet new people and get involved during their first days on campus. The orientation program is designed to help students take care of all the nuts and bolts business of being a student and to develop skills to help them make a successful transition to college life. After new students settle in to the campus community, they can participate in Welcome Week activities held during the first week of classes or sign up to compete in the Amazing Race, a campus scavenger hunt based on the popular TV show. First year programming also sponsors a success skills workshop series where students can develop and/or enhance their skills in areas such as time management, relationships, goal setting and money management, a weekly Monday Night Football social so students can watch the game on the big screen, and a service day in the spring when first year students work together to benefit campus and community projects. For information about the Emerging Leaders program, a leadership development course for first-year students, please see the section on Leadership Development and Opportunities. Students wishing to learn more about these and other opportunities should contact the Director of First Year Programming in the Office of Student Affairs at 910-277-3959.

## **Intramurals**

Most St. Andrews students participate in competition through the NCAA athletics or Equestrian programs. To offer a recreational alternative to their designated sports and as general Stress Buster activities, student clubs and organizations may offer intramural events in a variety of activities, such as Ultimate Frisbee, basketball, flag football, pool tournaments, card games, board games and video game tournaments. Other activities are possible based on individual student suggestions and support. Students interested in creating intramural events should contact the Assistant Dean of Students in the Office of Student Affairs, 910-277-5148.

## **Athletics**

The intercollegiate athletics experience at St. Andrews is designed to complement participating students' academic challenges. St. Andrews intercollegiate athletics offer character-building experiences in team building, selflessness, and courage, experiences that will enhance the total educational process and aid in building life-long team skills for future success.

St. Andrews sponsors 16 teams for men and women: men's basketball, golf, soccer, cross-country, baseball, lacrosse, wrestling, and track and field; women's basketball, soccer, cross-country, softball, volleyball, golf, lacrosse, and track and field. Both men's and women's teams at St. Andrews are members of the National Collegiate Athletic Association (NCAA) Division II, and compete as a member of Conference Carolinas.

Varsity athletics teams have been successful in all levels of competition. Students are encouraged to contact the head coach of the sport in which they wish to participate.

## **Equestrian**

St. Andrews is proud to be the home of a national champion equestrian program, open to both men and women for intercollegiate competition in hunter/jumper, dressage and western with the IHSA, ANRC, and IDA. Additionally students compete in USEF rated competitions. Students are encouraged to contact the equestrian staff with any questions about the competitive opportunities available.

## **Facilities**

### **DeTamble Library**

DeTamble Library was constructed in 1964 through a legacy to the First Presbyterian Church of Winston-Salem from the estate of Mr. and Mrs. Fred DeTamble and funds from the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation. The 16,384-square foot structure was enlarged in 1987 to 18,168 square feet with a gift from the Pew Foundation. The building also houses the College Archives, containing materials pertinent to the history of the College.

### **The James L. Morgan Liberal Arts Building**

This building is constructed around two lovely courtyards, and houses the office of the president, the office of admissions and financial aid, other administrative and faculty offices, as well as classrooms, art studios, a metal foundry, the Morris Morgan Theatre, the College's computer center, a computer laboratory, four multimedia computer classrooms, and a snack bar.

### **Morris Morgan Theatre**

The Morris Morgan Theatre was dedicated in 1997 in honor of Marcus Morrison Morgan (1927-1996). Mr. Morgan was a talented musician, successful businessman, patron of the arts and generous benefactor of the College. Located in the James L. Morgan Liberal Arts Building, the Morris Morgan Theatre serves as a venue for theatrical and musical events, as well as other special occasions in the life of the College and the local community.



## **Morgan-Jones Science Center**

Morgan-Jones provides facilities for the College's science programs. The 20,400-square foot John Blue Laboratory dominates the upper level. The Logistics Center, three classrooms, a computer-networking laboratory, the Suzanne Trezevant Little Instrument Center, a biology and chemistry computer graphics laboratory, woodworking and glassblowing shops, and a greenhouse surround the lab. The lower level of Morgan-Jones houses faculty offices, the Anthropology Museum, a sterile culture laboratory, a computer classroom, the Psychology Laboratory, a computer laboratory and several classrooms. The Nucleus, a gathering place for science majors, is also located on the lower level.

## **The Vardell Building**

The Vardell Building is named after Dr. Charles G. Vardell, first president of Flora Macdonald College. Vardell houses the Electronic Fine Arts Center, including a studio with digital mixing equipment as well as computer art and video recording facilities. In addition, Vardell contains faculty offices, classrooms, the Hagan Choral Room, the Lindsay Warren Gallery and music practice rooms.

## **The Katherine McKay Belk Bell Tower**

The campus centerpiece, the Katherine McKay Belk Bell Tower houses a 16-bell carillon and is located on Chapel Island. It was given by former College Trustee Thomas M. Belk in honor of his wife, also a former College Trustee.

## **Pate Hall**

### **Center for Academic Success and Student Health & Wellness**

The building is named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime benefactors of the College. One wing of this residence hall houses several services. These include: the duPont Center for Academic Success, funded by a grant from the Jessie Ball duPont Fund; the Student Health and Wellness Center, which houses the Campus Clinic and Counseling Services; and Disability Services, which assists disabled students with academic needs.

## **The William Henry Belk College Center**

Overlooking the lake on the residential side of campus, the William Henry Belk College Center is the hub of campus social life. The Belk Center also houses the Carol Grotnes Belk Main Room, Knight Life (with Wi-Fi), the Chapel, a post office, the Student Bookstore, Knights Dining Hall, Career Services, Office of Student Affairs, Residential Services, Student Activities offices, and Campus Ministries and Service. The building is named in honor of former trustee William Henry Belk of Charlotte, NC.

## **Residence Halls**

Eight residence halls, single- and multi-story, accommodate 96 to 112 students to a building. The rooms are arranged in suites that house 12 to 16 students each. Suites include bedrooms, a community bathroom, and a lounge. Laundry facilities are located in each residence hall. All residence halls have reception areas and common lounges.

## **The Physical Education Center**

This multi-use building houses Harris Courts, the larger of which is a multipurpose gymnasium that seats 1,400. The indoor O'Herron swimming pool, a gift of the O'Herron family, is available year-round, as are racquetball and handball courts, a game room and the Ullrich Fitness Center. Other facilities include physical education staff offices provided by the McNair family, three classrooms, spacious locker rooms, and accommodations for visiting teams and officials. Outdoor athletics facilities include an all-weather track, Clark baseball field, a soccer field, a lacrosse field, a softball field, and a jogging trail. Connected to the Physical Education Center is Burris Hall, current home for the Campus Safety and Security Offices and a student computer lab.

## **The St. Andrews Knight**

The St. Andrews Knight, located in front of the physical education building, was a gift from Mr. Irwin Belk. Mr. Belk was one of the College's founding trustees, and is a well-known public servant, philanthropist and friend of higher education. The statue, sculpted by Jon D. Hair, was dedicated on April 25, 2002.

## **St. Andrews Equestrian Center**

The St. Andrews Equestrian Center is located on 300 acres just one mile from campus. This facility includes a 120' x 300' covered arena, a 175' x 340' covered arena, four outdoor show and teaching arenas, a 120' x 250' dressage arena, a 100' x 125' indoor arena, a round pen, a hunter trials course, four barns with a total of 120 stalls, offices, classrooms and acres of pasture.

# **Financial Planning**

## **Fees and Costs**

St. Andrews Presbyterian College is a private institution. Support for all programs is derived from tuition and fees, endowment and gifts from alumni, foundations, the Presbyterian Church (U.S.A.), the Synod of the Mid-Atlantic, individual churches, and other friends of the College. Annual charges for tuition and fees cover only a portion of overall costs, and remain at the lowest possible level consistent with the quality of St. Andrews educational programs and overall financially responsible management.

## **Deposits**

Students who plan to enroll at St. Andrews are required to make a \$250 admission reservation deposit. This deposit holds the student's place in the entering class. Entering first-year and transfer students should send the deposit as soon as possible after receiving notice of admission to the College in order to guarantee a place in the entering class. The enrollment deposit is not refundable after May 1. A credit of \$150 of this deposit will be applied to the student's first semester fees, and the other \$100 will be used as a security deposit. The security deposit covers any final incidental charges, including library late fees, parking fines, etc., and will be refunded following the student's graduation or official withdrawal from St. Andrews.

Each residential student must also make a \$100 refundable room deposit when filing a housing contract with the Office of Student Affairs for the following year.

This deposit is credited to the room charge for the year. This deposit is non-refundable after June 1.

## 2009-2010 Basic Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The College reserves the right to make necessary adjustments at any time.

### Regular Year on Laurinburg Campus:

Tuition	\$21,190
Comprehensive fees: (Includes double room standard residence hall, meal plan 19 meals per week, fees, and vehicle registration fees)	\$8,762
Single room upgrade	\$2,186
Single room upgrade Pate Hall	\$3,158
Pate Hall upgrade (double)	\$972
ADL upgrade	\$2,368
Meal Plan Exemption for on campus student	Credit \$1,400
Commuter Adjustment	Credit \$7,926
Off-Campus Adjustment	Credit \$3,498

### 2009 Summer Term:

Fee per credit	\$225
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### Other Fees:

Application, nonrefundable	\$30
Audit (regular) per course	\$200
Audit (senior citizen) per course	\$100
Tuition (Continuing Education) per credit	\$225
Tuition (St. Andrews @ Sandhills) per credit	\$225
Tuition (St. Andrews ONLINE) per credit	\$225
SAILL Membership per couple per semester	\$35
SAILL Membership per person per semester	\$25
Applied Music Fee, per Fall or Spring Semester:	
One hour of lessons per week	\$500
One half-hour of lessons per week	\$250
Change of Schedule Fee:	
Per course added after Drop-Add period	\$10
Per course dropped after Drop-Add period	\$5
Graduation Fee	\$75
Orientation Fee	
'09-'10 (those entering fall '09)	\$150
'10-'11 (those entering fall '10)	\$175
Overload/Underload Fee, per credit above 18 attempted credits and below 12 credits (Please note that students who register for 19 or more credits are subject to an overload charge.)	\$450
Comprehensive Fee per credit for part-time students	\$45
Administrative Fee for Summer International Course	\$400
Administrative Fee for Summer Internship	\$400
Returned Check Fee	\$35

Readmission	\$100
Science Laboratory Fee, per course	\$40
Equestrian Facility Fee, per course	\$35
Horseback Riding	Varies
Riding lessons (2 per week for a total of 20 per semester)	\$500
Practice rides (1 per week for a total of 10 per semester)	\$250
Private riding lessons (30 minutes each)	\$35 per lesson
Boarding a horse (per month)	\$600
Student Health Insurance-Domestic	\$465
Student Health Insurance-International	\$972
Student Health Insurance-Athletic	\$862
Transcript Fee	\$5
Same day service, add	\$25
Overnight mailing fee, additional	\$25
Remake of Student ID	\$25

Payment for each term is required in full prior to the first day of classes for that term.

Student accounts are charged for such items as damage to College property, missing College property, traffic fines, and past due library or audio-visual materials if these items are not resolved in a timely manner. All fees and charges are due when they are assessed, and are payable at the Business Office. Nonpayment will result in penalties, including withholding of transcripts, withholding of grades and prevention of registration for classes. All tuition, fees, and fines must be paid in full before students are permitted to graduate and receive their diplomas.

Failure to meet obligations to the College may result in the delinquent account being placed with a collection firm.

## Insurance

All full-time, degree-seeking students attending the Laurinburg campus are required to be covered under medical insurance and to provide proof of adequate coverage to the Business Office and Student Health Services. Degree seeking students enrolled in the satellite or online programs are not required to provide evidence of medical insurance. The College offers a student accident and health plan. The premiums are billed with first semester fees. Students furnishing proof of comparable or better coverage with another carrier to Student Health Services and completing a waiver form and returning it to the Business Office before registration of the first enrolled semester of each academic year may be granted an exemption. All students must file acceptance/exemption forms with the Business Office annually. Failure to do so will result in automatic participation in the College medical plan. International students are required to carry the international student health plan offered through the College. St. Andrews student athletes must carry the athletic insurance policy offered by St. Andrews unless their private insurance covers them while participating in NCAA events. The College provides only a secondary policy for athletic participation.

The College-sponsored student health plans function with a referral by Student Health Services to a provider and require minimal co-pay for physician visits and prescriptions. The medical provider files all insurance claims, thus making this a very user-friendly system for students. Students may elect to use any provider, with a deductible and student responsibility of filing claims. Insurance claim information assistance and forms are available in the Student Health & Wellness Center.

The College does not assume responsibility for a student's personal belongings located on College property. Students are urged to obtain insurance, if not covered under a parent's policy, to ensure that personal property is covered for damage or theft while on campus.

**Expenses for Part-Time, Regular Degree-Seeking Students**

Commuter students who enroll in 6 or fewer credits per semester and 12 or fewer credits per academic year may take their first 18 total credits at a discounted rate of \$225 per credit. They are also billed a comprehensive fee at one half the regular rate of \$45 per credit. Students with senior standing are not eligible for this discount. Upon completion of 18 credits, part-time students will be charged the full, non-discounted rate for tuition and comprehensive fees.

**Change in Residence Status**

If a student is granted permission to live off campus after the beginning of a semester, he or she is charged on a prorated basis for comprehensive fees according to the time spent in residence halls.

**Payment Schedule for 2009-2010**

**Resident Students:**

*May 1: Admission Reservation Deposit 2009-2010	\$250
July 15: Fall Semester Fees	\$14,976
December 15: Spring Semester Fees	<u>\$14,976</u>
Total:	\$29,952

**Non-Resident Students:**

*Scotland and Contiguous Counties*

*May 1: Admission Reservation Deposit 2009-2010	\$250
July 15: Fall Semester Fees	\$11,013
December 15: Spring Semester Fee	<u>\$11,013</u>
Total:	\$22,276

**All Other Non-Permanent Residents:**

*May 1: Admission Reservation Deposit 2009-2010	\$250
July 15: Fall Semester Fees	\$13,227
December 15: Spring Semester Fee	<u>\$13,227</u>
Total:	\$26,704

*\*Nonrefundable after this date*

**Payment Plan**

St. Andrews offers an interest-free 10-month payment plan through TuitionPay (For more information contact TuitionPay at 1-800-635-0120 or [www.TuitionPayEnroll.com](http://www.TuitionPayEnroll.com) or the St. Andrews Business Office at 910-277-5225.

**Financial Assistance**

The primary financial responsibility for students' educational costs rests with students and their families. St. Andrews provides financial assistance to students who



demonstrate academic and co-curricular merit and financial need to assist them and their families in meeting the cost of attending the College. Students are encouraged to file the FAFSA and contact the St. Andrews Office of Student Financial Planning early in their college choice process. The office may be reached by calling 1-800-763-0198, or by fax at 910-277-5206 or by email at [finaid@sapc.edu](mailto:finaid@sapc.edu).

The goal of all St. Andrews financial assistance programs is to help academically qualified students benefit from St. Andrews educational programs. Most financial assistance at St. Andrews is determined by a combination of the student's academic and co-curricular records and financial need. Students who demonstrate exceptional academic or athletic ability may qualify for certain academic or athletic scholarships and grants regardless of demonstrated financial need. Financial assistance at St. Andrews is usually a combination of grants and scholarships, work-study, and loans. In addition to the aid listed here visit our web page at [www.sapc.edu](http://www.sapc.edu) for listings of and links to other sources for funding.

## **Applying for Financial Assistance**

### **St. Andrews School Code for FAFSA is 002967**

To be considered for financial assistance, students must first be accepted for admission to St. Andrews. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for need based financial assistance. The FAFSA is available on the internet at <http://www.fafsa.ed.gov> and electronic filing is recommended and preferred as it is significantly faster to process. Forms are available, if needed, from high school counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning. The Office of Student Financial Planning may request additional forms or information from the student and their family before a financial aid award is made.

The priority filing deadline for financial aid is May 1st. Due to limited funding in some programs, student files completed after that date may not be considered for all programs. Students should accept their financial aid within two weeks of receiving their award letter.

## **Types of Financial Assistance**

### **St. Andrews Scholarships and Grants**

St. Andrews offers a competitive academic scholarship and grant program for students with strong academic backgrounds. St. Andrews Scholarships and Grants are awarded based on high school or college grade point averages and scores from the Scholastic Aptitude Tests (SAT) or the American College Testing Assessment Program (ACT). Additionally St. Andrews recognizes outstanding co-curricular and extra curricular involvement with a variety of scholarships and grants. St. Andrews Scholarships and Grants are renewable for up to 4 years based on the student maintaining the necessary academic performance as required for each program.

### **Grants**

St. Andrews awards other grants based on a combination of financial need and other criteria. These include grants awarded by the College from its own resources, federal grants such as the Federal Pell Grant, the Federal Supplement Educational Opportunity Grant, ACG - Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent - National SMART grant, and state sponsored grants. All recipients of need-based grants must file the FAFSA.

Special grants for North Carolina residents include the Legislative Tuition Grant (NCLTG) for all qualified full-time North Carolina students, State Contractual Scholarships (NCSCSF) for North Carolina residents with demonstrated financial need, the Educational Lottery Scholarship (NC ELS) for N.C. residents and also based on financial need, the State Incentive grant (NCSIG) for N.C. residents and also based on need, and the NC EARN scholarship for N.C. residents and based on need as well. Information about these grants and scholarships may be obtained from guidance counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning.

**Work-Study**

The Work-Study program provides part-time employment opportunities for qualified students. Most Work-Study positions are funded through the Federal Work-Study program. This program is managed through the Office of Student Financial Planning. The average workload is approximately 8 hours per week. Students work in a variety of positions, gaining valuable work experience, and jobs are available in a wide variety of campus offices and departments. Students are paid monthly by check for hours worked. For more information, contact the Office of Student Financial Planning at 910-277-5562.

**Loans**

St. Andrews participates in the FFEL (Federal Family Education Loan) Program. This includes Stafford and PLUS Parent Loans. The Subsidized Stafford Loan is need-based and is determined after submission of the FAFSA. In addition, students and their parents may be eligible to borrow through the Unsubsidized Federal Stafford or Federal Plus loan programs. Students who indicate on the FAFSA that they are interested in participating in the various loan programs will be able to download the forms necessary for initializing the loan process from our website. Completed loan request forms must be sent to the Office of Student Financial Planning for certification and processing. Loan applications and master promissory notes (MPN) will be mailed or emailed from the lender and must be returned to the lender as soon as they are completed. Most loan programs electronically credit proceeds to the student accounts. In rare instances, the student or parent will be required to endorse a paper check prior to the loan credit being applied for deposit to the student account.

**Renewal of Financial Assistance**

Students must reapply for financial assistance each academic year by completing and submitting the Renewal FAFSA. The FAFSA is available on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or a student may obtain a paper copy from the St. Andrews Office of Student Financial Planning. Financial awards will be emailed after the FAFSA is received provided that the student is admitted. Students should accept their financial aid award by signing and returning their acceptance within 2 weeks of receiving their award letter.

**Financial Aid Funds Available:**

**Institutional Funds**

Name	Criteria
Academic Achievement Awards	GPA and SAT/ACT
Athletic Scholarships	Athletic Ability

Arts Award	Talent in performing or visual arts
Equestrian Scholarship	Equestrian experience and ability
FAFSA Incentive Grant	File FAFSA before deadline
Heritage Award	Child or Grandchild of Alumni
Honors	GPA and SAT/ACT
Humanitarian Award	Service and volunteer experience
Leadership Award	Leadership experience
Presbyterian Award	Active youth participant
Presbyterian Minister's Award	Child or grandchild of Presbyterian Minister
Science/Math Award	Talent in science or math
Scottish Heritage Scholarship	Piper, Drummer, or Highland Dancer Audition
St. Andrews Choir	Choral Audition

### State & Federal Funds

Name	Source	Basis	Form
NC Contractual Grant	State	Residency/Need	FAFSA
NC EARN	State	Residency/Need	FAFSA
NC Educational Lottery Sch.	State	Residency/Need	FAFSA
NC Legislative Tuition Grant	State	Residency	NCLTG Application
NC State Incentive Grant	State	Residency/Need	FAFSA
Federal ACG Grant	Federal	High School Curriculum/Need	FAFSA
Federal SMART Grant	Federal	GPA/Major/Need	FAFSA
Federal Work-Study	Federal	Need	FAFSA
FSEOG	Federal	Need	FAFSA
Pell Grant	Federal	Need	FAFSA
PLUS	Federal		PLUS Loan Application
Stafford Loan	Federal	Need	FAFSA

### Satisfactory Progress for Financial Aid

Students must maintain satisfactory academic progress to receive financial aid. The United States Department of Education requires students to maintain a 2.0 cumulative grade point average (GPA) in order to receive financial aid. Financial aid probation and academic probation are different. Please see the Academic Policies section of this catalog for academic probation information.

Satisfactory progress also requires that a full-time student complete enough credits each semester to be able to graduate within six years. In addition, federal and state policies require that students must normally take a minimum of 12 academic credits in any given semester to be considered a full-time student for financial assistance purposes. A student must maintain a cumulative grade point average of 2.0 or higher.

A student who has been placed on financial aid probation for any two consecutive semesters will be ineligible for financial assistance at the beginning of the third consecutive semester on probation, and will remain ineligible until they are removed from probation and have met satisfactory academic progress of a cumulative GPA of 2.0 or higher.



## **Refunds for Cancellations and Withdrawals**

Students who register for classes either during the advance registration period or during normal registration at the beginning of each semester are considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar's Office prior to the beginning of classes.

Students who withdraw from the College after the start of classes should follow the withdrawal procedures outlined under "Withdrawal from College" in the Academic Policies section of this catalog, and indicate the date of their withdrawal. Students who do not follow these procedures may not qualify for a refund of fees paid to St. Andrews. If the student is receiving Federal student financial aid and withdraws without following the withdrawal procedures, the College will then determine his/her withdrawal date based on the student's last known attendance at St. Andrews and will calculate any required return of federal funds to the United States Department of Education. A student who withdraws from the College may be entitled to a refund of institutional charges paid to the College for that academic semester, or may owe any unpaid charges at the time of withdrawal. Institutional charges include tuition and comprehensive fees, and any other general or specialized St. Andrews fees that are charged. The amount of any refund will be determined by the date in the semester when the student actually withdraws, the student's account, and any return of Federal Title IV aid funds. Refunds from St. Andrews will be calculated by following the procedure below.

## **Return of Federal Title IV Funds Policy**

If a student attending St. Andrews is receiving federal financial aid funds and withdraws during the first 60% of the semester, the federal government is entitled by law to the return of any unearned federal funds awarded to the student for the semester. The return of federal funds will be determined by the percentage of the semester the student completed prior to withdrawal, up to 60%. No return of federal funds is required if the withdrawal is after the 60% point in the semester.

A student who withdraws from the College may be required to repay a portion of federal financial aid grant or loan funds, or may owe unpaid institutional charges.

Depending on the circumstances at the time of withdrawal, the College and/or the student will return unearned Federal Title IV Funds, including PLUS loans, in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal ACG Grant
- Federal SMART Grant
- Federal SEOG
- Other Federal Student Financial Aid programs

Students may obtain further information regarding this refund policy and the return of Federal Title IV Funds from the Office of Student Financial Planning. Examples of certain typical refund calculations are also maintained in that office for review. Additional policies and requirements may apply to these refund policies, as determined by the United States Department of Education, and will be available for review as well.

## **Veterans Benefits**

St. Andrews is approved for study using the US Department of Veterans Affairs benefits. All students receiving these benefits must comply with certain academic standards to receive educational benefits. Eligible veterans can apply to the Department of Veterans Affairs for educational benefits after they have been accepted for admission. Veteran benefit applications are available online at [www.gibill.va.gov](http://www.gibill.va.gov).

Veterans and others who are eligible may apply for and receive benefits under several programs:

- Chapter 30 –The Montgomery G.I. Bill
- Chapter 31 - Veterans with service-connected illness or injuries
- Chapter 32 - Veterans Educational Assistance Program
- Chapter 33 - The Post-9/11 GI Bill Yellow Ribbon Program
- Chapter 35 - Dependents and survivors of veterans with 100 percent service-connected disabilities or of service members who lost their life on active duty
- Chapter 1606 – Educational assistance for members of the Selected Reserve
- Chapter 1607- Educational benefits for certain individuals activated after September 11, 2001

If you receive veterans benefits you must notify the veteran's coordinator in the Registrar's Office when you register for courses each semester. The coordinator will certify your enrollment status with the Department of Veterans Affairs. Veterans benefit recipients must notify the veterans coordinator of any change in name, address, enrollment status, schedule, type of class, eligibility changes, etc. Any change in enrollment status will affect the amount of monthly benefits. A change may cause an overpayment that will have to be repaid to the Department of Veterans Affairs.

## **Attendance for Veterans**

In accordance with Department of Veterans Affairs regulations, class attendance is monitored for students receiving veterans benefits. Each student is responsible for the attendance policy for each course, as listed on the syllabus. If academic progress is unsatisfactory because of excessive absences as determined by the instructor, a veteran may be required to repay some or all of the benefits received.

## **Academic Progress for Veterans**

Veterans are eligible for payments only for credit hours that are required for their program of study. Federal regulations state that veterans benefits cannot be paid for a course from which the student withdraws. Students may be required to return money paid for these courses except for the first instance of withdrawal from a course or courses totaling not more than 6 semester hours or in cases of mitigating circumstances (defined as unanticipated and unavoidable events beyond the student's control, such as deployment, illness or accident). Students receiving veterans benefits are responsible for notifying the veterans coordinator of any mitigating circumstances so the information can be reported to the Department of Veterans Affairs.

## **Vocational Rehabilitation**

Students with qualifying physical, emotional, or other disability may be eligible for services of their home state Vocational Rehabilitation. Services include

vocational counseling and guidance, training (with payment of costs such as books, fees, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

## **Academic Programs**

### **Majors Offered at St. Andrews**

#### **Department of Business & Economics**

- Business Administration (B.A.)
- Business Administration - Specialized Program of Study in Equine Business Management (B.A.)
- Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)
- Sport and Recreation Studies (B.A.)

#### **Department of Education**

- Elementary Education with K-6 Licensure (B.A.)
- Physical Education with K-12 Licensure (B.A.)

#### **Department of Equine Studies**

- Therapeutic Horsemanship (B.A.)

#### **Department of Interdisciplinary Studies**

- Interdisciplinary Studies (B.A.)

#### **Department of Liberal & Creative Arts**

- English and Creative Writing (B.A., B.F.A.)
- Humanities (B.A.)
  - Concentrations in Philosophy, English and Religious Studies*
- Philosophy and Religious Studies (B.A.)
- Social Science (B.A.)
  - Concentrations in History and Politics*
- Visual and Performing Arts (B.A.)
  - Concentrations in Studio Art, Art Therapy and Communication & Theatre Arts*

#### **Department of Natural & Life Sciences**

- Biology (B.A., B.S.)
- Biology - Specialized Program of Study in Equine Science (B.A., B.S.)
- Forensic Science (B.A.)
  - Concentrations in Chemistry and Psychology*
- Psychology (B.A.)

## **General Honors Program**

### **Mission**

Consistent with and supportive of the mission of the College, the General Honors Program seeks to offer special challenges and enhanced opportunities to students of proven academic achievement. The mission of the General Honors Program is to

further the personal, intellectual, and ethical growth of students who excel academically.

## Learning Outcomes

1. Learn the main defining beliefs of Judaism, Christianity, and Islam as found in their sacred literature.
2. Be able to state the main ideas and insights of selected significant thinkers, scientists, and leaders in world civilization and place those ideas and insights into their historical context.
3. Develop an ability to communicate, support, and defend complex ideas effectively in writing.
4. Arrive at their own informed position on selected major ethical issues confronting modern humans.
5. Develop an ability to synthesize learning from multiple disciplines and perspectives into an effective and defensible whole.
6. Demonstrate the ability to pursue a significant research project.

## Eligibility Requirements

The General Honors Program is open to entering first year students with a SAT score of 1100 or above (or equivalent ACT score) and a high school grade point average (GPA) of 3.40 or above.

In addition, if space permits, other entering students may petition the Director of General Honors for acceptance. At the end of the Fall Semester of their first year, students who have earned a cumulative GPA of 3.00 or better may petition to enter the General Honors Program. Transfer students with a 3.35 college GPA or better may also petition for entrance to the General Honors Program.

## Curriculum

### First Year: Fall

HON 150: Honors Enrichment	1 credit
HON 250: Introduction to Honors	1.5 credits
HON 252: Ethical Issues Seminar	1.5 credits

### First Year: Spring

An Honors section of Writing Workshop II	3 credits
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### Sophomore Year

Special Honors sections of SAGE 230 and SAGE 240	6 credits
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### Junior Year

HON 300: Modern Civilizations	3 credits
HON 361: Junior Seminar in Honors	3 credits

### Senior Year: Fall

HON 400: Senior Honors Thesis	3 credits
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## Certification

Students who complete all General Honors courses with a grade of B or better, and who maintain a cumulative GPA of 3.2 or better, will be awarded a General Honors Certificate. All honors coursework and successful completion of the General Honors Program will be noted on the student's official St. Andrews transcript.

## **Departmental Honors Program**

In addition to the General Honors Program, the St. Andrews Departmental Honors Program offers independent study opportunities for superior students in designated disciplinary majors.

Students must have achieved and maintained a cumulative 3.00 GPA on all coursework attempted, and a 3.30 GPA or better in major courses. Students must also receive recommendation to the Departmental Honors Program from the faculty in which the honors are to be taken. In addition, students must be certified as eligible for Departmental Honors by the Dean of the College.

### **Program Requirements**

Unless otherwise specified by a particular department, to graduate with the designation “honors in (the major),” in addition to meeting graduation requirements for the B.A., B.F.A., or B.S. degree, students must: successfully complete and earn not fewer than 6 credits and not more than 12 credits of 497 Independent Study covering work in at least two regular semesters with a GPA of 3.30 or better in each independent study; present an honors thesis or honors project acceptable to the academic program faculty that offers the major; complete a comprehensive oral examination on the subject matter of the honors thesis; or, for students with majors in the visual or performing arts, an appropriate critique of the honors project/performance; and, complete any additional requirements specified by the academic program faculty that offers the major. More specific requirements are listed with the major requirements.

An honors committee, consisting of at least one faculty member in the academic program, one faculty member outside the academic program, and one additional examiner who may be from off-campus, will certify the oral examination, exhibit, or performance as worthy of the designation “graduation with honors.”

The faculty member supervising the student’s independent study will be responsible for reporting grades and certifying successful completion of the Departmental Honors Program.

Students who pass the independent studies but who are not certified for graduation with honors will receive appropriate course credit and grades for independent study, as determined by the supervisor in consultation with the program faculty and examination committee.

## **Sophomore Honors**

Sophomore Honors are conferred each spring. Students with sophomore standing who are enrolled in the Spring Semester and have earned a minimum GPA of 3.25 on all coursework attempted through the end of their sophomore Fall Semester qualify for Sophomore Honors. Sophomores are not eligible for Sophomore Honors if they have received a grade of F in any College course, or if they are on academic or social probation.

## **Dean’s List Honor Roll**

The Dean’s List Honor Roll recognizes all degree-seeking students who have met all four of the following conditions: have earned a minimum semester GPA of 3.50 at the end of either a Fall or Spring Semester; have completed a minimum of 12 credits for that semester; have earned a grade of C or above in each course; and have not received a grade of I (Incomplete) in any course in the semester.



Exchange students are eligible for the Dean's Honor Roll if they have met all other academic qualifications for inclusion.

## **St. Andrews Honor Society**

Membership in the St. Andrews Honor Society is awarded to students with junior or senior standing who are enrolled during the Spring Semester, or who have completed graduation requirements since the last commencement, and who have earned a minimum cumulative GPA of 3.50 in all coursework attempted, and on a minimum of 49 credits earned at St. Andrews. Eligibility is determined at the end of the Fall Semester for students enrolled at St. Andrews. Students are ineligible if they have received a grade of F in any coursework at St. Andrews, or if they are on academic or social probation.

## **Alpha Chi**

Alpha Chi is a national coeducational honor society with the purpose of promoting academic excellence and exemplary character among college and university students. Its name derives from the initial letters of the Greek words Aletheia, meaning "truth," and Xarakter, meaning "character."

In addition to honoring scholarly achievement, Alpha Chi seeks to find ways to assist its members in cultivating those habits of mind and heart that, according to the Alpha Chi constitution, "make scholarship effective for good."

As a general honor society, Alpha Chi admits members from all academic disciplines. Students with junior or senior standing and a minimum of 24 credits at St. Andrews who meet the requirements established at the national level are eligible for induction into Alpha Chi.

## **Commencement Honors**

St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To be eligible for distinctions, students must have earned a minimum of 55 credits at St. Andrews. Distinctions for graduation honors will be awarded in accord with the cumulative GPA on all courses attempted, as described below:

Summa Cum Laude for students with a cumulative GPA of 3.90 or higher.

Magna Cum Laude for students with a cumulative GPA of 3.75 to 3.89.

Cum Laude for students with a cumulative GPA of 3.50 to 3.74.

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## **Continuing Adult Education**

### **Special Non-Degree Students**

Each semester St. Andrews offers a variety of courses which may be taken for credit to serve adults in the Laurinburg and Scotland County communities. For further information, contact the Registrar's Office.

## **St. Andrews Institute for Lifelong Learning (SAILL)**

SAILL offers those citizens who live in Scotland County and the surrounding communities, and who are 50 years of age and older, the opportunity to continue interactive learning in a variety of forms. SAILL also provides the opportunity for interested senior citizens to become integrated into the College community, not only

as learners and teachers, but also as individuals with unique and valuable perspectives to share with others.

The membership fee is \$35 per couple or \$25 per person each semester. Selected special activities may require additional fees.

### **Senior Citizen Audit Program**

Citizens from Scotland County and surrounding areas who are 55 years of age or older may enroll in most of the regular course offerings of St. Andrews at a discounted rate per course.

## **International Programs & St. Andrews Residential Programs Abroad**

St. Andrews encourages international experiences for all its students. Opportunities for such educational/cultural experiences abroad are offered in four different categories.

Students planning to participate in these study abroad opportunities normally must be rising sophomores, have declared a major, and have earned a minimum GPA of 3.0. The College assists students in preparing applications and securing passports and visas and often serves as an advocate in securing financial assistance. The College policy on uses of St. Andrews Financial Aid Awards for Foreign Study is included under Academic Policies.

Students who have been in residence on the Laurinburg campus as full-time students for at least one year are eligible to have their summer session tuition fees waived for one St. Andrews summer short course of study abroad. To be eligible, a student must be fully paid up on all College financial bills at the time of application and be pre-registered for the following Fall Semester. An administrative charge of \$400 is required. See "Summer Study Abroad Programs."

### **European Languages & Cultures: Brunnenburg Castle, Italy**

#### **Coordinator: Professor Chris McDavid**

Since 1983 the College has offered a full fall semester in the Tyrolian Alps of northern Italy. Ten to 14 students are selected to participate in that extraordinary program, offering challenging yet flexible opportunities for students to experience European culture while studying a variety of academic subjects. Courses at the castle are taught by one faculty member from St. Andrews and by two other professors—one a literary scholar and the other an anthropologist—who live at the castle. The semester begins in early September and concludes in late November. The semester carries 12-18 credits, depending upon the student's schedule.

Conversational study of German and Italian is required to allow greater interaction with the local community.

### **Chinese Language & Culture: Beijing, China**

#### **Coordinator: Dr. Larry Schulz**

Since January 1988, St. Andrews has offered a Spring Semester in Beijing for selected College students. Participants engage in intensive Chinese language study and benefit from a broad and varied cultural engagement with China under the direction of CET, the coordinating agency.

Students in the culture studies program are housed at Capital Normal University in the western part of Beijing, while those in the intensive language program are at Beijing Institute of Education located nearby. There are numerous day and weekend

excursions throughout the semester. A week-long spring break is provided for additional travel. Teachers for the Chinese language courses are Chinese language scholars. The residency staff is under the direction of CET. Faculty members are China experts. Staff members are Chinese who speak English or Americans who speak Chinese fluently. The semester carries 12-18 credits depending on student interests. Credits are earned in Mandarin Chinese and in selected topics of Chinese culture.

Students who have completed at least 30 credits with a GPA of 3.0 will be eligible to apply for admission to the China residential program abroad. Scholarship assistance is available to qualified students.

## **Latin American Language & Culture: Cuenca, Ecuador**

### **Coordinator: Dr. Jeff Birdsong**

Established in 1991, the Ecuador Program exchanges students and faculty with the Universidad de Cuenca. Cuenca is Ecuador's third largest city, and is about 8,000 feet above sea level, in a valley in the Andes Mountains in southern Ecuador.

Each fall a group of Ecuadorian students and their professor travel to St. Andrews for a semester. Each summer St. Andrews students travel to Ecuador for six weeks to study Spanish and other subjects. In addition to classroom instruction in culture and language, the program includes several excursions to points of historical or cultural interest. Generally, students receive 3 credit hours for participating in the program. Students are generally housed at a hotel close to the University and eat in the University cafeteria. A member of St. Andrews faculty also travels to Ecuador during the summer semester. The St. Andrews representative provides English as a Second Language (ESL) instruction to the Ecuadorian students.

## **Junior Year Abroad Program**

### **Coordinator: Dr. Jeff Birdsong**

St. Andrews has formal exchange agreements with Kansai Gaidai University in Japan and with Hannam University in Korea.

St. Andrews is a member of the Central College consortium. Students may participate in the variety of international study opportunities offered through Central College.

## **Summer Study Abroad Programs**

A student may be exempted from tuition charges for one Summer Study Abroad Course of 1 to 3 credits offered by St. Andrews, if he/she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, and does not have a past-due balance with the Business Office. All students accepted into the courses must pay an administrative charge of \$400, and a fee that will be charged to cover the non-tuition costs of the course, including such costs as agency fees and prorated travel costs of the leader.

The College reserves the right to cancel a Summer Study Abroad Course at any time preceding the actual start of the course. The number of courses and the minimum enrollment for each course will be established by the Dean of the College, but normally a course must enroll eight or more students, in order to cover expenses, before it will be offered. Past offerings have included study/travel in France, England, Scotland, India, Greece, Vietnam and Australia.

## Internships

Through experiential learning, St. Andrews makes it possible for students to apply classroom education to the demands of a work setting. The academic internship is an exciting and challenging part of a St. Andrews education recognized by the faculty for its learning value.

The Internship Program at St. Andrews Presbyterian College operates as an academic program supported by the Office of Career Services. Consistent with the mission of the College that emphasizes intellectual excellence, ethical values, and effective and responsible participation in society, the St. Andrews Internship Program provides opportunities for students to:

1. Expand their awareness of the world beyond campus by exposure to a variety of careers, disciplines, lifestyles, and environments.
2. Explore potential careers, clarify their educational and career goals, develop new skills, gain valuable work experience, and develop professional contacts.
3. Gain experience in the disciplined and discriminating use of evidence in making decisions and solving problems in a work setting.
4. Develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming responsible and productive individuals.

Academic internships are available in every program at St. Andrews for any student who meets eligibility requirements. Internships can occur during any semester or summer session, and in almost any geographical location. In the past, St. Andrews students have interned at IBM, Southern Pines Equine Associates, High Hopes Therapeutic Riding, Merrill Lynch, Boston Community and Intergovernmental Services, Hospital for Special Care, Scotland Memorial Hospital Rehabilitation, the EPA, NASA, ABC's "Good Morning, America!", hospitals, law offices, social services agencies, churches, radio and television stations, newspapers, and art museums.

## Eligibility for Internship Participation

Students normally must have a cumulative GPA of 2.5 or better, must be in good academic standing, and have the recommendation of a faculty sponsor. Some departments may have additional requirements. All internships must be approved by the worksite supervisor, the faculty sponsor, the Academic Department Chair, and the Internship Director.

## Washington Center

Of special interest are the internships available in Washington, DC. Students compete for semester-long positions offered through the Washington Center in agencies such as the U.S. State Department, the Smithsonian Institution, or other agencies with concerns related to most majors at St. Andrews.

## Summer Study Internships - Laurinburg Campus

A student may be exempted from tuition charges for one summer internship of 1 to 4 credits offered by St. Andrews, if he or she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, has a class standing of at least a rising junior, meets all eligibility requirements, and does not have a past-due balance with the Business Office. All students enrolling in the course must pay an administrative charge of \$400.



## **St. Andrews @ Sandhills**

St. Andrews Presbyterian College offers evening and weekend classes leading to the Bachelor's degree in the St. Andrews @ Sandhills Program. All classes are taught on the campus of Sandhills Community College in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion or second-degree program offers two majors: Business Administration (B.A.) and Elementary Education (B.A.). The Elementary Education Program also offers licensure (K-6) to those who have already earned a Bachelor's degree. In addition, students may request to take courses to fulfill personal interests.

Prospective students may request additional information from St. Andrews, 1-800-763-0198 or at [www.sapc.edu](http://www.sapc.edu). Please see the section on admission requirements.

## **Summer Term**

St. Andrews offers a summer term through the Center for Adult and Professional Studies. In addition, Study Abroad Programs, Guided Independent Study courses, and Internships are offered through the Laurinburg campus. For further information, contact the Registrar's Office.

## **Academic Support Services**

### **Academic Advising**

The academic advising program is an integral part of the College's educational program. Faculty advisors assist students in the development of educational plans compatible with career and life goals. The College recognizes that the ultimate responsibility for making informed decisions about career and life goals and educational plans rests with the student, and ascribes to the academic advisor the role of helping students to identify and assess alternatives and consequences of decisions. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation. In addition the academic advisor is charged with helping students to develop habits of lifelong learning and service by encouraging them to become active members of the St. Andrews community and by providing accurate, timely information about educational and service opportunities.

Upon enrollment, each student is assigned an academic advisor. When a student officially declares a major, a faculty member in that major discipline then becomes the student's advisor.

## **Center for Academic Success**

The Center for Academic Success serves as a focal point for student educational support. The goal of the Center, located in Pate Hall, is to support the educational programs of the College by providing opportunities for all students to develop strategies that will help them become effective learners. The Center provides resources, services and programming that assists students in developing their academic potential. Resources include: a computer lab with campus network, Internet access and adaptive technology for students with disabilities. The Center houses study areas, space for individual and group studying and a Director who can assist with learning strategies. An Assistive Technology tutor is available to provide training on the adaptive technology available. For questions about the Center for Academic Success, call 910-277-5040.



*The Writing Center*, located in DeTamble Library, works closely with the Writing Faculty and has trained tutors able to assist students with specific writing needs including organization, development and editing of written work.

*The Mathematics Lab*, located in the Morgan Jones Science Center, is also part of the Center for Academic Success. The Math Lab has trained tutors under the guidance of the Math Faculty and provides assistance in Math and Statistics classes. The Success Center also provides accommodated testing for students registered with the Office of Disability Services.

The Center for Academic Success is a place for quiet study for individuals and small groups, and for assistance in developing effective learning strategies. The Center for Academic Success was funded by a grant from the Jessie Ball duPont Fund.

## **Disability Services**

Disability Services, located in the Center for Academic Success in Pate Hall, provides assistance to students with disabilities. Students with a physical or mental condition that impacts them in academics or campus life may be eligible. The goal is to assist students devise strategies for meeting college demands and to foster independence, responsibility and self-advocacy. Students requesting accommodations from St. Andrews must submit adequate, appropriate and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2009. Information on specific documentation requirements is available from Disability Services at 910-277-5667.

Accommodations cannot be provided until completion of registration with the Program Coordinator for Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Accommodations and support are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include: note taking and lab assistance, alternative testing arrangements, alternate formatting of documents, adaptive technology, individual counseling for academic concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Program Coordinator for Disability Services.

## **Foreign Language Substitution**

A student with a documented disability that substantially interferes with the ability to learn a foreign language may petition to substitute the foreign language requirement with a minimum of nine credits of coursework in the area of cultural studies. Students must submit an application and verify foreign language disability at a level justifying accommodation. Disability Services reserves the right to determine eligibility for a foreign language substitution based on specific documentation provided by each individual student. Substitution guidelines and application are available from Disability Services.

## **Reduced Course Load**

Students with disabilities are eligible to apply for a reduced course load. If approved, this allows students to take fewer than 12 credits while maintaining full-time status with St. Andrews Presbyterian College. No student may take fewer than 9 credits and maintain full-time student status. This status is approved on a per

semester basis. All students who wish to apply for this status during the forthcoming semester should submit an application at least two weeks prior to pre-registration. Incoming students may apply for a reduced course load upon acceptance to the College and after eligibility for Disability Services is determined. If reduced course load approval cannot be determined prior to registration, students must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Classes dropped after the add/drop period will reflect on the transcript as a withdrawal. All requests for reduced course load are reviewed on a case-by-case basis. The reduced course load policy and application are available from Disability Services.

## **DeTamble Library**

### **Mission Statement**

The mission of DeTamble Library is to support the educational programs of St. Andrews Presbyterian College by providing access to information and training in its use.

The Library demonstrates service to the community by sharing its resources with local patrons and service to the College by maintaining the College Archives. In addition, DeTamble Library plays an important role in encouraging student retention.

### **Services and Resources**

DeTamble Library provides a full range of library services and resources that support our students' education.

Two professional librarians provide students, faculty and staff with reference and information services, including library orientation and assistance to patrons in locating, retrieving and evaluating information in various formats. They also provide the Personal Librarian program, in which each student is paired with a librarian for one-to-one assistance in learning about and using the Library and all its resources. The librarians work closely with faculty to provide library instruction sessions, both in the classroom and in the Library, and to identify and purchase materials supporting the curriculum. DeTamble Library provides interlibrary loan services to extend access to information. DeTamble Library houses over 111,500 books, 200 active periodical subscriptions, and 15,500 resources in such formats as microfilm, audiocassettes, videos, and maps. Electronic resources include more than 56,700 e-books and access to over 100 online databases and websites via NC LIVE, all accessible through the Library's catalog and its website, whether on or off campus. These databases feature indexes to journals, many of them with the complete text, and to business, state government, and consumer health information, as well as reference resources such as encyclopedias and directories. The Library also is a selective depository for United States Government Documents, providing access to a vital source of government-authored information on a variety of subject areas. Through cooperative agreements and consortia, DeTamble Library has access to a wide range of other resources as well.

The Library's catalog, made possible by a grant from the R. J. Reynolds III and Marie Malouk Reynolds Foundation, allows students to search for print, electronic and audio books, for reserve items and for the most recently received issue of a journal or periodical, as well as to check their individual patron records and to renew materials online. The catalog is available to students in all computer labs on campus and from the residence halls, as well as from any computer accessing the Internet,

thus extending the availability of library resources for commuters, distance learners and faculty and staff when off campus. The Library has eleven computers for research, two of which are adapted for use by students with disabilities, plus computers on each floor for searching the Library catalog. The Library also houses an Optelec CCTV for print magnification for low vision students.

The Library's three-floor building has seating space for almost 200 students to gather, study and read. It houses the R.J. Reynolds III Reading Room, which has study tables and comfortable chairs available for small groups, classes or meetings as well as for reading and study. It also houses a student lounge with hot drinks available. The Library provides wireless Internet access on all floors. DeTamble Library contains the St. Andrews Collection; the St. Andrews College Archives, a collection of materials pertinent to the history of this institution; and the Hal and Delores Sieber Collection of Ezra Pound Materials. The Library is open 80 hours each week during the semester and provides extended hours during exam weeks. General Library policies are available in the Library. Additional information about the Library, the staff, hours and services can be found on the Library's web pages, as can helpful information on searching the Internet and the web, and directories of highly-rated, subject-specific websites. The Library's website is found at [www.sapc.edu/library](http://www.sapc.edu/library).

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## **Computer Services**

The Computer Center offers accounts (including email accounts) and various computer laboratories for St. Andrews students. The Computer Network is owned solely by St. Andrews Presbyterian College.

### **Acceptable Use of Information Technology Resources**

Technology should not be used in a manner that infringes upon an individual's right to privacy. The following restrictions are to protect your privacy, as well as the privacy of others. Account holders are prohibited from:

1. Using computer or network services in a way that violates copyrights, patent protections or license agreements;
2. Gaining unauthorized access to information that is private or protected, or attempting to do so;
3. Attempting to identify passwords or codes, interrupting security programs, or attempting to do so;
4. Monitoring or tampering with another person's e-mail;
5. Reading, copying, changing or deleting another person's work;
6. Using another person's user id/password, or allowing others to use yours; and,
7. Attempting to gain system and or network privileges to which you are not entitled.

### **Respectful Exchange of Ideas and Information**

Computer systems and networks allow for a free exchange of ideas and information. This exchange serves to enhance learning, teaching, critical thinking and research. While the constitutional right of free speech applies to communication in all forms, we encourage civil and respectful discourse. St. Andrews policy and local, state and federal law do prohibit some forms of communication, to include:

1. Obscenity;
2. Defamation;
3. Advocacy directed to incite or produce lawless action;
4. Threats of violence;
5. Disruption of the academic environment;
6. Harassment based on sex, race, disability, or other protected status; and,
7. Anonymous or repeated messages designed to annoy, abuse or torment.

## **Personal Responsibility**

Each individual who obtains a computer/e-mail account, or uses the computers and network resources made available by St. Andrews, must understand that he/she is accountable for the guidelines set forth in this document. In addition, each account holder assumes responsibility for:

1. Protection of his/her password;
2. Reporting any breach of system security;
3. Reporting unauthorized use of his/her account; and,
4. Changing his/her password on a regular basis.

## **Authority**

Computer Services may access users' files for the maintenance of networks, computers and storage systems. In all cases, an individual's expectation of privacy will be respected to the greatest degree possible. Computer Services staff may also routinely monitor and log usage data, such as network connection times, CPU and disk utilization for each user, security audit trails, and network loading. Data collected may be reviewed and further investigated should evidence of violation of policy or law occur.

# **Academic Policies**

## **Academic Calendar**

St. Andrews Presbyterian College follows an early semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in mid January and ends in early May. Online courses are offered in 8-week terms. In addition, the College offers one Summer Session.

## **Classification of Students**

A student's classification depends upon the amount of College credit earned. Credit for College work is recorded in courses satisfactorily completed. Students are classified as follows:

- Seniors have passed 90 credits
- Juniors have passed 60 credits
- Sophomores have passed 28 credits
- First-Year Students have met regular admission requirements.

Students earning course credits not leading to a degree are Special Students. (Regularly admitted students may not choose this classification to avoid required courses.)



## Registration

Toward the close of each semester, returning students register for their courses for the following semester, in conference with their advisor. New students confer with their advisors during New Student Orientation, and complete their registration at the beginning of their first semester. Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

## Course Numbering

In general, courses numbered between 100-299 are designed for first-year students and sophomores; between 300-499 for juniors and seniors. A yearlong course is indicated by joining the course numbers for the two semesters with a hyphen, e.g.: 101-102. Courses preceded by an “X”-e.g.: X90, X95, X98, or X99-indicate that the course may be offered at any level. Course numbers preceded by a “0”, as in 070, do not count toward meeting graduation requirements.

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Contact the Department Chair for course availability.

## Overload/Underload

The normal course load for full time students is 12 to 18 credits. Students may be permitted to register for 19 or more credits with the following overload limitations:\*

19 credits — 2.80 GPA during the previous semester\*\*

20 credits — 3.00 GPA during the previous semester

21 credits — 3.30 GPA during the previous semester

No student will be given credit for more than 21 semester hours in one semester regardless of the source of those credits. Students may not register for more than 18 credits unless they meet the above criteria.

Students enrolled in fewer than 12 credits for a semester are not considered full-time students unless they have received special permission to take a reduced course load. See the Reduced Course Load Policy.

\* First-time students enrolled in the Honors Program may register for a maximum of 20 credits during their first semester at St. Andrews.

\*\* Students registering for an overload will be subject to an Overload Charge for credits in excess of 18.

## Significant Enrollment in Special Studies, Internships, and GIS

Students who propose to schedule more than 6 credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from the Associate Dean for Academic Affairs.

## Class Attendance

The College expects regular class attendance in all courses. Student absences diminish the quality of learning experiences for all. Such absences are an indication of disengagement from the College community. Absent students will be sought out and counseled. Faculty members will keep records of student attendance and will send students written absence warnings when any pattern of absences such as consecutive unexcused absences appears to be jeopardizing academic success. Copies of the notices will be sent to faculty advisors, the Office of Student Affairs and the Registrar’s Office. Absences will also be noted on Checkpoint Letters. These



notices will be used as a basis for counseling and other interventionary measures designed to re-engage absentees. In instances where intervention does not lead to a change in behavior, the faculty member and Registrar may withdraw a student involuntarily from a course. Federal regulations require that veterans must attend classes regularly to remain eligible for V.A. benefits.

Faculty will be informed of class absences as a result of authorized participation in College-sanctioned extracurricular activities, such as intercollegiate athletic contests, and illness that is documented by a physician or a nurse in the health center. Students are responsible for all work missed and should communicate with faculty regarding their absences.

Faculty members may establish such additional attendance requirements as they deem academically sound and which do not conflict with the College's attendance policy. Any such requirements must be set forth in writing in the course syllabus that is given to the students at the beginning of the term.

Courses normally will have three 50-minute periods or two 75-minute periods available for class meetings, in addition to class meeting time for laboratories, if required, each week.

## **Class Cancellation**

In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes that cannot wait for the next faculty meeting, the Faculty Executive Committee (FEC), acting for the Faculty, will make the decision. If circumstances do not permit the FEC to make this decision, the President or the Dean of the College will make the decision.

## **System of Grading**

Each student receives a grade in each course at the close of the semester. The grading system is as follows:

Grade Points

A 4.0

A- 3.7

A range: The student's performance has been excellent in all phases of the course. The student has demonstrated mastery of the course objectives. The student is well qualified for subsequent courses in this subject area and may be expected to perform well in such courses. In a work situation in this content area, commensurate with the level of the course, the student may be expected to work successfully, independently without supervision, and to make a meaningful contribution.

B+ 3.3

B 3.0

B- 2.7

B range: The student's performance has been excellent in some phases of the course and good in most of the remaining areas of the course. The student has demonstrated a clear understanding of the course objectives. The student is prepared to take subsequent courses in this subject area and may be expected to perform reasonably well in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to work well with some supervision.

C+ 2.3

C 2.0

C- 1.7

C range: The student's performance has been satisfactory. The student has demonstrated a basic comprehension of the course objectives. The student is qualified to take subsequent courses in this subject area but may perform only at a minimally adequate level in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to perform adequately given close supervision.

D 1.0

The student's performance has been less than satisfactory, yet merits a passing grade. The student has demonstrated only a minimal familiarity with the course objectives. The student is poorly prepared to take the next course in this subject area. In a work situation in this content area, commensurate with the level of the course, the student may be expected to be able to perform only the most rudimentary tasks and only with constant supervision.

F 0.0

A grade of F indicates failure in the course. The student has not demonstrated knowledge or understanding of any meaningful portion of the course objectives. The student is not qualified to take subsequent courses in this subject area nor to engage in a work situation in this content area commensurate with the level of this course.

W 0.0

A grade of W indicates withdrawal from class and will be recorded, but will not be counted as a course attempted when computing the GPA

WM 0.0

Withdrawal Medical: When a student must withdraw from the College after the drop/add deadline, prior to taking the final exam, and the student has documented medical evidence, the instructor will be asked to assign a grade of WM. A WM does not impact the students' GPA

I 0.0

A temporary grade of I indicates an incomplete for a course.

P 0.0

A grade of P indicates that a student's work merits a passing grade. The grade of P will be recorded, but will not be counted as a course attempted when computing the G.P.A.

NA 0.0

Grade not available at the time grades were compiled (assigned by the Registrar).

AU 0.0

Audit.

## **Grade Points, QualityPoints & the Grade Point Average (GPA)**

Grade points are the numerical equivalent of the letter grade. The total number of quality points for a course is obtained by multiplying the numerical equivalent (0.0 to 4.0) by the number of credits assigned to the course. The GPA is compiled by dividing the number of quality points earned by the number of credits attempted. Credits attempted for courses with a grade of F earned before the beginning of the 1991 Fall Term will not be included in the total credits attempted for the purpose of computing grade point averages.

## **Report of Grades**

Students receive academic reports at the end of each semester and are informed of any disciplinary action. Students are expected to inform their parents in such cases. This is not the responsibility of officials of the College.

However, any student who wishes to allow the College to share important academic information and other pertinent information with his or her parents may sign a waiver of privacy rights, which will then be kept in the student's file in the Office of Student Affairs and the Registrar's Office.

## **Final Examinations**

Examination schedules are created and distributed to all students and faculty by the Registrar. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to the examination period. Any exception must be approved by the Dean of the College upon recommendation from the Associate Dean for Academic Affairs and the Department Chair.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Department Chairs must petition the Associate Dean for Academic Affairs or the Dean of the College for exceptions to the policy but only in rare cases of genuine emergencies will they be granted.

## **Pass-Fail Grading Option**

Students with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses which fulfill requirements for a student's academic major or any courses in a student's major program/discipline may not be selected for the pass-fail grading option. Students may not select courses with the designation SAGE or WRT and courses in the General Honors Program to be taken pass-fail.

Students who wish to select a course to be graded pass-fail must do so by completing the appropriate form in the Registrar's Office during the time period listed on the College academic calendar. The Pass-Fail Grading Option is not available in courses offered through the Center for Adult and Professional Studies.

With the approval of the Curriculum and Assessment Committee (CAC), certain courses may be designated as pass-fail for all students enrolled in the course. SAGE 381 is an example of such a course. Courses that are designated as pass-fail for all students enrolled in the course do not count among the two courses an individual student may choose to take on a pass-fail basis.

## **Course Audits**

Students must have the permission of the Associate Dean for Academic Affairs to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

## **Course Additions, Incompletes, Failures, and Withdrawals**

Students are permitted to drop or add semester-long courses with approval of their faculty advisor and the instructor for a period of approximately one week following the day of registration. The precise dates for the drop/add period are specified for each semester and demi-semester in the College academic calendar. Students have two days at the beginning of each demi-semester to drop or add a demi course. Normally students may not add a semester-long course after the first week of the

semester and may not add a demi course after the first two days of the demi-semester. Additional fees and permission are required to add a course after the drop/add period. Following the drop/add period, students may withdraw from a course with the permission of their faculty advisor and the instructor. There is an additional fee for withdrawal from a course. A grade of W is recorded when a student withdraws from a course and the credits remain on the student's transcript and report card as credits attempted. Students may not withdraw from a course after the 10th class-day following the day mid-semester grades are due in the Fall and Spring Semesters without the approval of the Associate Dean for Academic Affairs. Students must register for a general education course each semester when appropriate for their level and are not permitted to drop or withdraw from the course.

**Incompletes**

An incomplete, I, is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the semester following the one in which the incomplete was received. If not, the incomplete becomes a failure, F. A failure, F, cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Associate Dean for Academic Affairs. When students withdraw from a course for any reason after the last day of the drop/add period with the instructor's and faculty advisor's approvals, a grade of W will be recorded.

**Repeating a Course for Grade Forgiveness**

Students who receive a grade of D or F on a course at St. Andrews may repeat the course for grade forgiveness. A course may be repeated only once for grade forgiveness. Students may elect to repeat a maximum of four courses for the purpose of achieving grade forgiveness and improving their GPA. Whenever a student elects to repeat a course for grade forgiveness, the original grade will remain on the transcript, but the number of hours passed and the grade points will count only from the last time the course was taken.

If a student chooses to repeat a course, a Request to Repeat a Course form must be completed during the registration period. The course must be repeated at St. Andrews in order to receive an adjustment in the GPA. The following courses may not be repeated for grade forgiveness: Internship, Guided Independent Study, Practicum, Special Studies, SAGE 230, SAGE 240, SAGE 381 and SAGE 450.

**Academic Warning, Probation, Suspension, and Dismissal**

In order to maintain satisfactory progress toward a degree and remain in good standing with the College, a student must meet certain minimum academic standards. The evaluation of a student's performance is an on-going process and will be assessed at the end of each Fall and Spring Semester. The information in the chart below will serve as a guide in the decision-making process as to the student's status in the following semester.

<b>Total Credit Hours Attempted*</b>	<b>Desired GPA</b>	<b>Academic Warning</b>	<b>Academic Probation</b>
12-30 credits	2.00 or higher	1.99 to 1.51	1.50 or less
31-60 credits	2.00 or higher	1.99 to 1.61	1.60 or less
61-90 credits	2.00 or higher	1.99 to 1.81	1.80 or less
91-120+ credits	2.00 or higher	1.99 to 1.91	1.90 or less

\*(with a minimum of 9 credit hours passed in most recent term)



In order to continue in good standing a student must pass a minimum of nine (9) credits and attain a 2.00 GPA during a regular semester. The status of academic warning is applied whenever a student's cumulative GPA is less than 2.00 but higher than the probation level. The status of academic probation is applied in accordance with the performance levels indicated in the chart above. Any student who earns below a 1.20 grade point average for any semester shall be placed on academic probation. A student who has a semester grade point average below 1.00 and who has passed fewer than nine credits is subject to academic suspension.

**Students who are on academic warning must adhere to the following:**

- Enroll in 12 – 16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester; and,
- Attend “How to Get Good Grades” short course.

**Students on academic probation must adhere to the following:**

- Enroll in 12-16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester;
- Develop a written contract (academic plan) for the semester in consultation with the Associate Dean for Academic Affairs and their advisor. This plan must be filed with the Office of the Vice President for Academic Affairs no later than the tenth day of classes in the semester.
- May not be eligible to participate in any major extracurricular activity, e.g.; intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations; and,
- Attend “How to Get Good Grades” short course

Students who have not regained good academic standing (as defined above) at the end of the semester for which they have been placed on academic probation are subject to suspension. The Faculty Executive Committee (FEC) makes the final determination of the student's status. In lieu of academic suspension, this committee may, based on a review of the relevant academic records, elect to place certain students on continued academic probation for the next full (Fall or Spring) semester.

Students suspended at the end of the Fall Semester may not attend during the Spring Semester. Students suspended at the end of the Spring Semester may not attend the Fall Semester. Students suspended for a second time are subject to permanent dismissal from the College.

Students who are readmitted after having been placed on academic suspension, but who fail to make acceptable progress towards achieving the minimum G.P.A. needed to regain good academic standing (as defined above), are subject to permanent academic dismissal. Students who fail to make reasonable progress toward the degree are also subject to dismissal. The Faculty Executive Committee makes these decisions. Appeal of the Committee's decision must be made in writing to the Dean of the College. Appeals must be received in the Office of Academic Affairs within two weeks of the student's receipt of formal notification of suspension or dismissal.



Any student suspended under the academic probation regulations may appeal the action to the Office of Academic Affairs, which considers each request on the basis of merit and probability of likely academic success.

Students who have been suspended for any of the above reasons may apply for readmittance after the period of suspension is over by submitting an application to the Associate Dean for Academic Affairs. The application for readmission may be obtained from the Registrar's Office. The completed application, which must be accompanied by a \$100 deposit, is returned to the Registrar's Office. The deposit is non-refundable even if the applicant cancels. Students who are readmitted after being formally separated from the College as the result of being placed on academic suspension must satisfy the graduation and program requirements as specified in the catalog that is in effect at the time of readmission.

### **Eligibility Rules for Extracurricular Activities**

All students placed by the Faculty Executive Committee in the category "Academic Probation" may not be eligible to participate in any major extracurricular activity, e.g.: intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations. In unusual circumstances, when the Dean of the College has ascertained that a student's academic performance will not be adversely affected, the Dean may, as part of the conditions of the student's continued enrollment at the College, allow limited participation in selected extracurricular activities.

A student who is placed on academic probation in two consecutive semesters, and who does not get off academic probation prior to the beginning of the next semester will be ineligible to participate in any major extracurricular activity. Students found responsible for Community Code violations are normally ineligible to participate in major extracurricular activities for 12 months following the finding.

### **Informing Students of Course Requirements**

Each faculty member will prepare a written course syllabus for each course that he or she is teaching. The syllabus should demonstrate linkage to the Departmental mission and learning outcomes. The syllabus must be given to students at or near the beginning of the course and must inform the students of the goals and requirements of the course, the nature of the course content, and the method(s) of evaluation to be employed including information about how the final grade in the course will be computed. All faculty members must deposit electronic copies of all their course syllabi in their respective department offices, the Office of Academic Affairs, and the Office of Institutional Effectiveness. This distribution should take place on or before the first day of class for each academic term in which they are teaching.

### **General Education: Transfer Credit Evaluation**

All normal College policies related to transfer of credit from another institution apply in the case of the transfer of general educational credit. However, in regard to transfer of general education credit there are additional considerations. It is the policy of the College that incoming transfer students will fulfill the St. Andrews general education course and subject requirements or reasonable equivalents.

While a course or courses might be accepted for transfer credit, such acceptance for credit does not imply automatic acceptance of a course or courses as fulfilling a part of the College's general education requirements. All transfer transcripts will be reviewed and a determination made about which courses fulfill part or all of the St.

Andrews general education course requirements along with any applicable graduation requirements.

Furthermore, incoming transfer students will fulfill the graduation requirement that applies to all St. Andrews students that not less than one third of a student's course work is taken within the general education requirements or equivalents – either at St. Andrews or elsewhere.

## **Grade Appeal Procedure**

In the event that a student feels the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in a satisfactory solution to the problem, the student should seek the assistance of the appropriate Department Chair in resolving the problem. If the Department Chair is the instructor involved, the student should seek the assistance of the Associate Dean for Academic Affairs.

If this fails, a grade appeal committee will be formed by the Department Chair or, in the case of an appeal involving the Department Chair, by the Associate Dean for Academic Affairs. This committee will consist of three faculty members: one selected by the instructor involved, another by the student, and the third (who shall be the committee chair) by the agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the College. The committee functions in accord with guidelines in the Faculty Handbook. Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.

## **Withdrawal from the College**

Applications for official withdrawal from St. Andrews are available from the Dean of Students. Students are responsible for obtaining and completing the form, then submitting the form to the Dean of Students. Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades of W are given under the same procedure used for withdrawing from one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds. (See "Refunds for Cancellations and Withdrawals" in the Financial Planning section of this catalog.)

## **External Examinations and Programs**

Students may receive credit by examination through the College Level Examination Program (CLEP), and the Advanced Placement program (AP).

### **College Level Examination Program (CLEP)**

Students may earn credit toward graduation through the CLEP General Examinations and/or Subject Examinations. These General and Subject Examinations measure a student's knowledge of basic facts and principles usually covered at the first-year and sophomore levels. Students may receive credit for a maximum of 9 courses (27 credits) by scoring 50 or higher on any combination of the General or Subject Examinations.

### **Advanced Placement (AP)**

Students achieving a score of three or higher on any Advanced Placement examination will receive credit in the subject at St. Andrews. Students must have the official report from College Board forwarded to the Registrar's Office.

### **Advanced Credit for First-Year Students**

First-year students who submit official transcripts of college-level credit earned in liberal arts courses in regionally accredited colleges and universities may receive credit for those courses at St. Andrews. If a college-level course is being used to satisfy high school graduation requirements, St. Andrews will consider granting college credit for these courses on an individual basis.

### **International Baccalaureate Credit**

St. Andrews offers individual course credit for each International Baccalaureate course completed with a grade of 5 or above. A maximum of 30 credits (sophomore standing) will be awarded for International Baccalaureate courses.

### **Academic Residence Requirements**

Students must complete their last 30 credits at St. Andrews Presbyterian College in order to obtain a degree from the College, except in those cases where military Servicemembers Opportunity College Consortium (SOC) contractual arrangements prevail.

### **Experiential Learning Credit**

*Approved by the faculty January, 28, 2009*

St. Andrews Presbyterian College recognizes that learning takes place in settings other than the traditional classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any credit awarded for experiential learning will apply to general electives, related studies, and by exception with the appropriate Department Chair's written approval may apply to the general education requirements. Unless specifically approved by the major department, Experiential Learning Credits will not be used in substitution for requirements in the student's major area of study. In reviewing applications for experiential learning credit, the College will apply standards published by the American Council on Education through its College Credit Recommendation Service.

A student seeking Experiential Learning Credit (ELC) must demonstrate with proper documentation that learning has occurred. Credit is awarded for learning outcomes, not life experiences.

The knowledge gained must be of collegiate quality and must be equivalent to the contents of a similar course included in the current curriculum at St. Andrews Presbyterian College. The quantity and quality of learning the student believes he/she has acquired must be academically measured and compared to the learning outcomes expected from students attending a similar St. Andrews Presbyterian College course. A technical course might be considered only if it meets academic

standards in content and expected learning outcomes commonly expected in a similar course in the St. Andrews Presbyterian College curriculum. All ELC awarded must relate to the current St. Andrews Presbyterian College curriculum and to the learning outcomes expected in its courses. Any exceptions to the above will be handled on an individual basis and must be approved by the appropriate Department Chair and the Vice President for Academic Affairs.

Applications for Experiential Learning Credit must be submitted either prior to the student's matriculation as a student at St. Andrews or in the student's first semester of study. The portfolio submitted by the student for Experiential Learning Credit must be completed within the student's first semester of study.

A student desiring to apply for Experiential Learning Credit will contact the Associate Dean for Academic Affairs to discuss the requirements for such credits. The Associate Dean will provide the student with guidelines for preparation of a portfolio documenting the learning outcomes associated with the student's experience or training. The portfolio shall include, at a minimum:

- Dates of instruction or experience, location, sponsoring organization, names and contact information of faculty member(s), and to the extent possible, information regarding faculty credentials.
- Bibliographic information for any published books or documents employed in the course.
- A copy of any instructional materials employed (syllabus, hand-outs, training materials, etc.).
- Documentation of stated learning outcomes (may be included in the course syllabus).
- Copies of any assignments submitted in the course of the training.
- A description, in narrative form and in the student's own words, of the educational experience, the skills or knowledge acquired, and applicability to the student's degree program.
- The applicable St. Andrews courses the student is requesting these experiences parallel.

Once the portfolio is completed and submitted to the Associate Dean, it will be the Associate Dean's responsibility to confer with appropriate Department Chairs to ascertain the appropriateness of the documented learning outcomes as related to St. Andrews requirements.

The Associate Dean will notify the student of the acceptance or non-acceptance of the documented learning outcomes as satisfying parallel St. Andrews requirements. In the case of acceptance, the Associate Dean will also notify the Registrar of any credits to be awarded and their distribution.

Credits awarded by Experiential Learning portfolios will be billed at the currently adopted per-credit hour rate plus an additional fee of \$50 per credit.

If the decision is reached to not allow the granting of requested credits, the student may appeal the Associate Dean's decision to the Dean of the College. The decision of the Dean shall be deemed final.

## **Transcripts**

In order for a student to receive his or her transcript or have it sent to another institution, the Registrar's Office must have a written request with the student's signature. A \$5.00 fee is assessed for each transcript that is requested. The normal turnaround for requests is 2 - 5 days, unless the transcript requires the last semester's grades. Computer processing of final grades takes approximately seven days after the grades are due in the Registrar's Office.



If a student has a balance on his/her account, the business office has the authority to “block” the transcript by prohibiting the Registrar’s Office from releasing it. Professional and legal standards prevent honoring transcript requests by telephone or e-mail. Similarly, transcripts cannot be faxed.

An official transcript (bearing the College seal) must be sent directly to another school, firm or agency. An official transcript cannot be hand delivered or issued to the student. If the student receives the transcript, it will be stamped “Issued to the Student” and will not be considered official by another institution.

## **Summer Work at Other Institutions**

Students who desire to receive credits toward their St. Andrews graduation requirements for courses taken over the summer at another institution must have the approval of their St. Andrews advisor, the Department Chair of the discipline in which the course(s) would be taught at St. Andrews, and the Registrar.

The institution at which the summer work is to take place must be fully accredited. If the student is a junior or senior, summer work may only be taken at a four-year institution. Credit will be granted only for those courses which are at the college level, and which fulfill graduation requirements at the other institution. For credit to be given at St. Andrews, students must earn a grade of C or higher in the course.

Students are responsible for requesting an official transcript from the other institution to be sent to St. Andrews when the coursework is completed and the grade recorded.

## **Correspondence Study**

Students who are attending St. Andrews full time and who desire to enroll in extension courses, correspondence courses, and courses for credit from other fully accredited institutions must have the approval of the Dean of St. Andrews Presbyterian College. Credit toward St. Andrews graduation requirements will be granted only if students earn a grade of C or better in the course(s). A maximum of two approved extension and/or correspondence courses may be accepted by St. Andrews as meeting graduation requirements. Additional information about this type of study may be found in the student handbook, *The Saltire*.

## **Financial Aid Awards for Foreign Study**

In accordance with the purpose of St. Andrews Presbyterian College, students are encouraged to enrich their undergraduate educational experience by undertaking a period of study abroad prior to graduation. However, financial aid funded by the College is not necessarily applicable in all cases.

Students who are enrolled at St. Andrews Presbyterian College and are in good standing academically at the time of their study abroad may use St. Andrews-funded financial aid to help defray the cost of their participation in the College’s programs with the University of Cuenca, Ecuador; the Brunnenburg Program in Italy, and the College’s Beijing CET/ATA Program in China. Students participating in these programs cannot receive Institutional funds totaling more than half of the cost of tuition for that semester.

Students who are participating in all other exchange programs under official agreements between St. Andrews and the host institution (Kansai Gaidai University and Han Nam University) may use the St. Andrews funded financial aid to help defray the cost of their participation, provided that St. Andrews accepts the current student exchange balance with the host institution and gives explicit, written



approval. Both conditions must be met in order for St. Andrews-funded financial aid to be used.

Students may not use St. Andrews-funded financial aid, or any other College-administered financial aid, to defray the cost of their study abroad at institutions which are not parties to an official exchange agreement with St. Andrews. This exclusion applies to the Central College Consortium and other entities with which the College may maintain an informal collaborative or cooperative arrangement. In such instances, students may petition for a leave of absence from St. Andrews while they undertake their studies abroad, and subsequently may petition to have their work accepted for transfer credit.

## **Degree Requirements**

### **General Requirements**

St. Andrews awards three degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts. Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted both overall and in the major. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

For all new students entering St. Andrews in 2009 – 2010 and for first year students and transfer students with fewer than 28 credits of transfer work entering St. Andrews in 2008 - 2009, course credits required for graduation include, in addition to the course credits needed for the student's major, 16 credits in St. Andrews General Education (SAGE) and Writing (WRT) courses, and 25 to 31 credits in Liberal Learning requirements.

For students entering St. Andrews prior to Fall 2008 and 2008-09 transfer students with more than 27 credits of transfer work, course credits required for graduation include, in addition to the course credits needed for the student's major, from 13 to 17 credits in St. Andrews General Education (SAGE) courses, from 21 to 24 credits in Perspectives for Life courses, a 2-credit Wellness course, and a 1-credit Physical Education activity course. No more than three physical education activity credits may be counted toward the 120 required credits.

Beginning with the 1983-1984 academic year, one St. Andrews credit is equivalent to one semester hour.

Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation.

In order to qualify for graduation, all students must do all of the following:

1. Successfully complete at least 120 semester hours.
2. Complete the last 30 semester hours at St. Andrew, except in those cases where military Servicemembers Opportunity College Consortium contractual arrangements prevail.
3. Successfully complete the Wellness course and a Physical Education activity course if the student entered St. Andrews prior to Fall 2008 or is a 2008-09 transfer student with more than 27 transfer credits.
4. For all credits completed, attain a minimum grade point average of 2.00.
5. Successfully complete all requirements for the major and attain a minimum grade point average of 2.00 in the major.
6. Complete Writing Workshops I and/or II (Composition I and/or II) with a C- or better.
7. Complete a minimum of 36 credit hours at the 300 level or above.

8. Complete no more than three physical education activity credits as part of the 120 required credits.
9. Successfully complete the St. Andrews General Education (SAGE) program.
10. Complete an application for graduation.
11. Complete a graduation audit in September prior to the May graduation.

## **Degrees Offered**

### **Bachelor of Arts**

The B.A. is offered in Biology, Business Administration, Elementary Education, English and Creative Writing, Forensic Science, Humanities, Interdisciplinary Studies, Philosophy and Religious Studies, Physical Education, Psychology, Social Science, Sport and Recreation Studies, Therapeutic Horsemanship, and Visual and Performing Arts. A minimum of 30 credits is required for the major.

### **Bachelor of Fine Arts**

The B.F.A. is offered in English and Creative Writing. A minimum of 36 credits is required for the major.

### **Bachelor of Science**

The B.S. is offered in Biology. A minimum of 48 credits is required for the major.

## **General Information**

St. Andrews offers 13 departmental majors and an interdisciplinary major option on the Laurinburg campus.

Three majors are also offered through the Center for Adult and Professional Studies with courses at the Laurinburg campus, St. Andrews @ Sandhills on the campus of Sandhills Community College in Pinehurst, NC, and St. Andrews ONLINE:

Major in Business Administration (B.A.)

Major in Elementary Education (B.A.)

Major in Interdisciplinary Studies (B.A.)

## **Majors Offered At St. Andrews**

Biology (B.A. and B.S.)

Biology (B.A., B.S.)

Biology - Specialized Program of Study in Equine Studies (B.A., B.S.)

Business Administration (B.A.)

Business Administration (B.A.)

Business Administration - Specialized Program of Study in Equine Business Management (B.A.)

Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)

Elementary Education with K-6 Licensure (B.A.)

English and Creative Writing (B.A. or B.F.A.)

Forensic Science (B.A.)

*Concentrations in:*

*Chemistry*

*Psychology*

Humanities (B.A.)

*Concentrations in:*

*Philosophy*

*English*

*Religious Studies*

Interdisciplinary Studies (B.A.)

Philosophy and Religious Studies (B.A.)

Physical Education with K-12 Licensure (B.A.)

Psychology (B.A.)

Social Science (B.A.)

*Concentrations in:*

*History*

*Politics*

Sport and Recreation Studies (B.A.)

Therapeutic Horsemanship (B.A.)

Visual and Performing Arts (B.A.)

*Concentrations in:*

*Studio Art*

*Art Therapy*

*Communication & Theatre Arts*

## **Declaration of Major**

Students must complete a Declaration of Major Form, available from the Office of the Registrar, to officially declare a major. Majors must be declared before completing registration for the junior year. Transfer students accepted with junior or senior status are expected to declare a major at the beginning of their first semester at St. Andrews.

## **Contract Majors**

In addition to the majors described in this catalog, some academic departments offering majors also offer a contract major, which is a program of study arranged around a theme or outcome. For more information, contact a faculty member in the discipline of your interest.

## **Credit Requirements for Majors**

An academic major consists of a minimum of 30 credits.

## **General Education Requirements and Majors**

Some courses may count as fulfilling both general education requirements and major requirements.

Information in addition to that specified in the major listings is available from the respective Department Chair.

## **Additional Requirements for a Second or Third Major or Second or Third Minor**

A major, including an interdisciplinary major, must contain a minimum of 30 credits that are not part of any other major. A minor, including an interdisciplinary minor, must contain a minimum of 18 credits that are not part of any other minor or major. Thus, second or third majors and/or minors within the same academic discipline must be approved by the respective discipline faculty.

Any course that is specifically required for two or more majors declared by a student may count toward the minimum of 30 credits in each major. Any course that

is specifically required for two or more minors or for two or more majors declared by a student may count toward the minimum of 18 credits for each minor. At their discretion, departments and programs may disallow any overlap for majors or minors. Multiple majors are not permitted through the Center for Adult and Professional Studies.

## **Second Degrees**

If a student has a Bachelor's degree from another college, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited college within the previous five years, by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and a minimum of 30 credits at St. Andrews. If it has been longer than five years since a student received a Bachelor's degree from an accredited college other than St. Andrews, the student may be required to complete additional St. Andrews General Education Courses in addition to the requirements listed above.

## **Minor Requirements**

St. Andrews offers optional academic minors in selected disciplines. In addition to regular minors listed, students may complete an interdisciplinary contract minor. The regular academic minor consists of 18-32 credits, of which nine credits must be at the 300- and 400-levels. The minor in Music is an approved exception to this upper level rule. The interdisciplinary contract minor must consist of a minimum of 8 courses (32 credits) from three or more program areas.

All minors must be declared before registration for the final semester at St. Andrews.

## **Application for Graduation**

In order to be considered a candidate for a Bachelor's degree, students must complete a "Graduation Application" and a "Graduation Audit," at least one semester before their projected graduation date. The application for graduation carries a fee. (See "Other Fees" in the Financial Planning section of this catalog.) Both applications are available from the Registrar's Office.

After a student and advisor have completed the Graduation Audit, the student is responsible for submitting it to the Registrar's Office. The Registrar informs the student by mail of the receipt of the audit and the student's progress and status.

## **Academic Residence Requirements**

Students must complete their last 30 credits at St. Andrews Presbyterian College in order to obtain a degree from the College.

## **Commencement and Diplomas**

St. Andrews holds one commencement ceremony each year in May for the conferring of degrees for all students who have met the requirements for graduation since the previous commencement. Diplomas are awarded and degrees are conferred in August for those students who finished requirements during the Summer and in January for those students who finished requirements in the Fall Semester. All students who finish in the Spring Semester are expected to participate in the May

ceremony. A student may participate in commencement only upon completion of all graduation requirements. Those not attending the graduation ceremony will be mailed their diplomas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded each student. The College reserves the right to remove any student from the commencement lineup who violates College policies pertaining to commencement decorum. In such instances, the degree will be conferred in absentia. If for some reason a student's graduation diploma becomes lost, destroyed or marred, the student may request a replacement diploma from the Registrar's Office. The charge for a replacement diploma is \$60 and involves a waiting period of up to six months.

## **St. Andrews General Education (SAGE)**

The St. Andrews faculty as a whole designed the St. Andrews General Education (SAGE) program for the St. Andrews student body as a whole. It includes course work that constitutes graduation requirements common to all students – those that carry the SAGE prefix as well as those that satisfy the writing and Liberal Learning requirements.

### **Mission**

The General Education curriculum shall be characterized by and seek to develop in students: an appreciation for intellectual rigor and honesty; an appreciation of the importance of both broad and deep learning; the inclination to inquire, and a knowledge of various methods of inquiry; the ability to question and assess one's own knowledge and abilities as well as those of others; and the ability to question, assess, and defend one's own core moral values. The General Education curriculum shall also address: contemporary global issues, the history of ideas in Western Civilization in their global context, acquisition of information technology skills, and the fundamental principles of various great religious traditions. Among areas of particular emphasis shall be written and oral communication, interdisciplinary study, critical thinking, synthesis and integration of ideas and information, and the ability to frame, support, and respond to arguments.

### **Learning Outcomes**

1. Students will demonstrate critical thinking and rhetorical skills through effective written and oral communication.
2. Students will engage a broad spectrum of ideas and information through the study of multiple disciplines in the liberal arts and sciences. This breadth of learning is designed to complement the depth of study in the students' individual disciplines.
3. Students will demonstrate the ability to develop and pursue their own paths of inquiry.

### **Structure of St. Andrews General Education**

*The following curriculum is required of all new students entering St. Andrews in 2009-10. Courses that count toward these requirements will appear in the front section of the course schedule each semester.*

#### **Required Common Experience Courses:**

SAGE 230 Human Thought and Culture I: Ancient to Medieval	3 credits
SAGE 240 Human Thought and Culture II: Renaissance to Modern	3 credits
SAGE 381 Transitions	1 credit



SAGE 450 Global Issues and Ethical Response	3 credits
WRT 110 Composition I: Inquiry through Writing	3 credits
WRT 120 Composition II: Reasoning through Writing	3 credits

**Liberal Learning Requirements**

Language: demonstrated knowledge of a foreign language at the intermediate level	up to 9 credits
Mathematics: a course in mathematics that develops an understanding of the appropriate use and limitations of quantitative analysis	3 credits
Natural Sciences: one biological science course and one physical science course designed to enrich one’s understanding of the natural world; one course must include a laboratory experience	7 credits
Foundations and Principles of American Society: At least two courses from multiple disciplines that study the framework of American society; these courses may include such disciplines as government, history, economics, religion, philosophy, and the arts	6 credits
Creative Arts: a course or courses selected from Art, Communication and Theatre Arts, Creative Writing, or Music requiring personal engagement in and critical reflection upon the creative process	3 credits
Literature and Literary Classics: at least one course in which students will examine one or more major literary traditions in cultural and historical context and consider how the texts speak to the contemporary reader	3 credits

**Course Descriptions for Common Experience Courses**

**WRT 110 Composition I: Inquiry through Writing** 3 credits

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning we challenge students to begin to develop habits of intellectual inquiry.

*Required of all students*

**WRT 120 Composition II: Reasoning through Writing** 3 credits

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research.

*Prerequisite: grade of C- or better in WRT 110; Required of all students*

**SAGE 230 Human Thought and Culture I: Ancient to Medieval** 3 credits

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to

transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis.

*Prerequisite: Sophomore standing; Required of all students*

### **SAGE 240 Human Thought and Culture II: Renaissance to Modern 3 credits**

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses.

*Prerequisite: Sophomore standing; Required of all students*

### **SAGE 381 Transitions**

1 credit

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved.

### **SAGE 450 Global Issues and Ethical Response**

3 credits

This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics or issues will vary depending upon class composition and interest. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students' disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience.

*Prerequisite: Senior standing; Required of all students*

## **Pre-Professional Programs**

### **General Information**

St. Andrews offers both professional and pre-professional courses of study which encompass many careers. In most instances these courses have been compiled in conjunction with specific requirements of professional schools. Many professional schools require specific procedures in regard to entrance tests, application deadlines, and interviews. In many professions no specific undergraduate major must be followed, and students may major in any area of interest. Therefore some students may have a pre-professional advisor in addition to their academic advisor.

### **Pre-Law Certification Program**

18 credits

**Advisor:** Dr. David Herr

Designed specifically for students interested in a law career, this interdisciplinary program provides courses which improve students' critical thinking and reasoning skills, and which give a general introduction to American politics and government.

Students may apply to the program any time after completing 27 credits at St. Andrews. Applications are available from the pre-law advisor, Professor David Herr.

The pre-law certification program consists of 18 credits chosen from the approved list below, in consultation with the student's pre-law advisor. Students must have a cumulative GPA of 3.0 in the 6 courses. No more than 2 of the 6 courses may be taken as both pre-law certificate courses and as major courses.

#### **Pre-Law Courses**

ACCT 201 Principles of Accounting	3
BUS 301 Business Law	3
CW 221 Introduction to Creative Writing	3
CW 425 Creative Non-Fiction	3
ECON 201 Microeconomics	3
ECON 202 Macroeconomics	3
HIS 102 Western Civilization II: Comparative Revolutions	3
HIS 201 American Civilization I	3
HIS 202 American Civilization II	3
PHI 203 Intro to Categorical Logic	2
PHI 205 Intro to Symbolic Logic	2
PHI 333 Philosophy of Law	3
POL 201 Introduction to American Government	3
POL 231 Introduction to Law	3
POL 362 Constitutional Law	3
X99 Guided Independent Study in an appropriate area	3-4
X95 Internship in Law	3-4

Additionally, students may elect to pursue a major in pre-law in conjunction with a discipline. Contract majors in Pre-Law and Philosophy, History with an emphasis in Pre-Law, Politics and Law, Pre-Law and Business, and English with an emphasis in American Literature and Law are just a sample of the options available.

## **3-2 Engineering Program**

**Director:** Allen Dotson

### **Mission**

The 3-2 Engineering Program is an example of a faculty-designed interdisciplinary studies major. Successful completion of this degree program leads to a B.S. degree from St. Andrews and a B.S. degree from North Carolina State University in a field of engineering selected by the student. Accordingly, the program's mission is twofold. The program supports the Mathematics faculty's mission to enable the majors to develop critical thinking skills while mastering a broad spectrum of knowledge from the mathematical sciences. The program also seeks to prepare its majors for the engineering requirements of N.C. State University. This supports the College's mission to prepare its students for professional opportunities in careers. Under the 3-2 Engineering Program, the engineering degree must be earned from N.C. State before the B.S. Degree will be awarded by St. Andrews. Note: Since N.C. State has extensive general education requirements, many of which can be met by prudent choices of breadth courses taken at St. Andrews, students interested in this program should contact the director of the program as soon as possible, to plan an efficient course of study.

#### **Required Courses:**

CHE 210	Essential Concepts of Chemistry
CHE 210L	Essential Concepts of Chemistry Laboratory

CHE 215	Introduction to Structural Inorganic Chemistry I
CHE 215L	Introduction to Structural Inorganic Chemistry Laboratory
CIS 127	Introduction to Programming and Abstraction
MAT 221	Calculus I
MAT 222	Calculus II
MAT 310	Multivariable calculus
MAT 312	Linear Algebra
MAT 340	Differential Equations
PHY 211	General Physics I
PHY 212	General Physics II

#### **Additional Requirements:**

- Three courses chosen from the selections below:  
CIS 226      Object Oriented Programming  
MAT 205      Statistics I  
Any upper level courses in MAT, CIS or CHE.  
Students may take all of these electives in a single discipline; for example, a student planning to study chemical engineering may take all three electives in Chemistry.

## **Pre-Veterinarian Program**

### **Mission**

Veterinarian school is a post-baccalaureate program requiring an undergraduate degree for admission. The mission of the St Andrews Pre-Veterinarian program is to prepare students with the knowledge and skills necessary to gain acceptance in a veterinary school of their choice and to later excel in this field as a professional. This begins with a strong foundation in the sciences, which emphasizes the theoretical, conceptual, and experimental basis of these fields. This knowledge is the cornerstone for future success in every veterinary school. In addition St Andrews cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging field of veterinary science. Through a distinctive, well-rounded liberal education, and the numerous opportunities beyond the classroom such as internships and study abroad, St Andrew students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### **Program of Study**

Pre-Vet is not defined as separate field of study, nor is it restricted to a single, specific major at St Andrews. The majority of students in the pre-vet program usually major in Biology, but the completion of other majors does not exclude a student from successfully applying to a veterinary program. Students interested in becoming a veterinarian first discuss this career choice with the pre-vet advisor. They learn what the minimal and recommended requirements are for admission in a veterinary program, from course work to national exams. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific veterinary schools of their choice, in addition to completing the major and general education requirements. Throughout their four years at St Andrews, the student will also discuss various opportunities with their

advisor, such as internships, and important deadlines for national exams and applications.

Basic science courses that meet the minimal requirements for most veterinary programs:

BIO 201 and 204 Concepts in Biology I & 2

BIO 327 Genetics

CHE 210 & CHE 210L Essential Concepts of Chemistry

CHE 215 & CHE 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 and 202 College Physics, or PHY 211 & 212 General Physics

MAT 205 Statistics and/or MAT 221 Calculus

Recommended courses (may be required for certain schools):

BIO 221 Anatomy and Physiology

BIO 351 Mammalian Physiology

BIO 353 Zoology

BIO 365 Microbiology

CHE 365 Biochemistry I: Biomolecules

## **Pre-Medical Program**

**Pre-Med Advisor:** Michael Morton

### **Mission**

Medical schools, in their many different forms, are post-baccalaureate programs requiring an undergraduate degree for admission. The mission of the St. Andrews Pre-Medical program is to prepare students with the knowledge and skills necessary to gain acceptance in a medical school of their choice and to later excel as a professional. There are many different career options available for students interested in pursuing careers in health care. Students might consider eventually studying medicine, nursing, physical therapy, pharmacy, dentistry, or physician assisting among many other fields. Depending on the student's interests, he/she might choose different paths of study while at St. Andrews. Future medical professionals need to possess a diverse educational background so that they can bring a variety of talents and interests to the profession of their choice. A student may choose any major course of study but should be aware that medical schools are looking for students with a strong foundation in natural sciences (biology, chemistry, mathematics, and physics), highly developed communication skills, and a solid background in the social sciences and humanities. St. Andrews also cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging fields of health care. Through a distinctive, well-rounded liberal education and the numerous opportunities beyond the classroom such as internships and study abroad, St. Andrews students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### **Program of Study**

Pre-Med is not defined as a separate field of study, nor is it restricted to a single, specific major at St. Andrews. The majority of students in the Pre-Med Program usually major or minor in a natural science, but the completion of other majors does not exclude a student from successfully applying to medical school. Students interested in health related fields should first discuss their career choice with the Pre-



Med Advisor. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific medical schools of their choice, in addition to completing their major and general education requirements. Regardless of what major a student interested in health care chooses to study at St. Andrews, the first two years of study should concentrate on the traditional basic science disciplines with a special emphasis on laboratory experiences that form an integral part of the science education process. This will allow the students to be properly prepared for taking the Medical College Admission Test (MCAT) at the end of their junior year. The MCAT consists of four sections: 1) verbal reasoning, 2) physical sciences, 3) biological sciences and 4) writing abilities. The General Education program at St. Andrews helps prepare students for sections 1 and 4 while courses in the natural sciences help prepare students for sections 2 and 3. Throughout their four years at St. Andrews, students will also discuss various opportunities with their advisor, such as internships, and important deadlines for national exams and applications.

Basic science courses that meet the minimal requirements for most medical school programs:

BIO 201 and 204 Concepts in Biology 1 & 2

BIO 327 Genetics

CHE 210 & 210 L Essential Concepts of Chemistry

CHE 215 & 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 & 202 College Physics / PHY 211 & 212 General Physics

MAT 205 Statistics / MAT 221 Calculus

Recommended courses (May be required for certain schools):

BIO 221 Anatomy and Physiology I

BIO 351 Mammalian Physiology

BIO 365 Microbiology

CHE 365 Biochemistry I: Biomolecules

SS 227 Community Health, First Aid and CPR

## Students Prior to 2008

For students entering St. Andrews prior to Fall 2008 and for Fall 2008 transfer students entering St. Andrews with more than 27 credits, the following general education curriculum is required. Courses that count toward these requirements will appear in the front section of the course schedule each semester:

### SAGE Courses and Requirements

#### 1. Exploration for Life

SAGE 100 Quest I: The Search for Meaning 3 credits

SAGE 200 Quest II: Vital Stories, Ancient to Early Modern 3 credits

SAGE 381 Transitions 1 credit

SAGE 400 Quest III: Contemporary Global Issues 3 credits

#### 2. Communication for Life

WRT 110 Composition I (or SAGE 110 Writing Workshop I) 3 credits

WRT 120 Composition II (or SAGE 111 Writing Workshop II) 3 credits

Effective Communication and Research: Experiences in the Major:

Research

Oral Communication

Writing Intensive Experience

### 3. Perspectives for Life

Creative Arts	3-4 credits
Foreign Languages (see information below)	6 credits
Historical Perspectives	3 credits
Humanities	3 credits
International Perspectives	3 credits
Natural Sciences	3-4 credits
Quantitative Reasoning	3-4 credits
Social and Behavioral Sciences	3 credits

#### **Perspectives for Life**

The Perspectives for Life component is designed to impart a broad foundational knowledge of the liberal arts. A list of courses that satisfy the requirements will be included in each semester's schedule of classes.

#### **Foreign Languages**

Students entering St. Andrews prior to Fall 2008 and Fall 2008 transfer students entering St. Andrews with more than 27 credits who have successfully completed two years of one foreign language at the high school level or two semesters of college level language study are exempt from the foreign language requirement. Students who are native speakers of a language other than English, and who have achieved a score of 500 or above on the Test of English as a Foreign Language also are exempt from the foreign language requirement.

Other students must select one of the options below to fulfill the foreign language requirement:

- Complete two semesters (six credits) of college level language study (normally the 151-152 level language courses).
- Complete an approved semester long residential course abroad chosen from Beijing, Brunnenburg, or Ecuador in which foreign language study is a component of the program.
- Complete a semester long overseas exchange program in a non-English speaking country which includes formal foreign language study as a component of the program. (Requires department approval).
- Receive a grade of at least 50 percentile on the CLEP examination in a foreign language as verified by the Registrar.

Students with a documented condition which interferes with the ability to learn a foreign language as attested by a score on the Modern Language Aptitude Test (MLAT) and/or other instruments deemed suitable by the Coordinator of Disability Services should consult the Academic Support Services section of this catalog for information regarding options for this requirement.

# **Program Majors and Minors by Department**

## **Department of Business and Economics**

Major in Business Administration (B.A.)

Major in Business Administration, with a Specialized

Program of Study (B.A.)

- Equine Business Management

- Therapeutic Horsemanship Business Management

Major in Sport and Recreation Studies (B.A.)

Minor in Business and Economics

Minor in Equine Business Management

Minor in Sport and Recreation Studies

Minor in Coaching

## **Department of Education**

Major in Elementary Education with K-6 Licensure (B.A.)

Major in Physical Education with K-12 Licensure (B.A.)

## **Department of Equine Studies**

Major in Therapeutic Horsemanship (B.A.)

Minor in Therapeutic Horsemanship

Minor in Equine Studies

## **Department of Interdisciplinary Studies**

Major in Interdisciplinary Studies (B.A.)

## **Department of Liberal and Creative Arts**

Major in English and Creative Writing (B.A. or B.F.A.)

Major in Humanities (B.A.)

*Concentrations in:*

*English*

*Philosophy*

*Religious Studies*

Major in Philosophy and Religious Studies (B.A.)

Major in Social Science (B.A.)

*Concentrations in:*

*History*

*Politics*

Major in Visual & Performing Arts (B.A.)

*Concentrations in:*

*Studio Art*

*Art Therapy*

*Communication & Theatre Arts*

Minor in Communication and Theatre Arts

Minor in Creative Writing

Minor in English, Literature Emphasis  
Minor in English, Creative Writing Emphasis  
Minor in Film Studies  
Minor in French or Spanish  
Minor in Modern Languages  
Minor in Music  
Minor in Philosophy  
Minor in Religious Studies  
Minor in Social Science, History Emphasis  
Minor in Social Science, Politics Emphasis  
Minor in Studio Art

## **Department of Natural and Life Sciences**

Major in Biology (B.A. or B.S.)  
Major in Biology, with a Specialized Program of Study in  
    Equine Science (B.A. or B.S.)  
Major in Forensic Science (B.A.)  
    *Concentrations in:*  
        *Chemistry*  
        *Psychology*  
Major in Psychology (B.A.)

Minor in Biology  
Minor in Chemistry  
Minor in Mathematical Sciences  
Minor in Psychology

## **Department of Business and Economics**

**Chairperson:** Corinne Nicholson

### **Business Administration**

Major in Business Administration (B.A.)  
Major in Business Administration, with a Specialized Program of Study  
    In Equine Business Management (B.A.)  
    In Therapeutic Horsemanship Business Management (B.A.)  
Minor in Business and Economics  
Minor in Equine Business Management

### **Sport Studies**

Major in Sport and Recreation Studies (B.A.)  
Minor in Sport and Recreation Studies  
Minor in Coaching

## **Department of Business and Economics**

The Department of Business and Economics, in keeping with the mission of the College, develops in our students a blend of skills, knowledge, professional behavior and values. The department strives to combine the strengths of a liberal arts education with professional preparation in its various disciplines to meet the objective of providing future managerial and professional leadership to the region and the world.

# Business Administration Major

The Business Administration major, in keeping with the mission of the College, provides exceptional, educational experiences that promote not only the lifelong pursuit of knowledge and the continual development of skills, but also focus on the importance of responsible, ethical behavior. The major prepares students for careers in the business, nonprofit and government sectors, and it also provides students with the knowledge, skills and disposition to pursue graduate studies in a wide variety of disciplines.

## Learning Outcomes: Business Administration

At the time of graduation, a Business major is expected to:

1. Demonstrate Knowledge in the Disciplines, through a competent understanding of theories, concepts and subjects in the major.
2. Exhibit Advanced Communication Skills, by becoming an effective and efficient communicator.
3. Demonstrate Critical Thinking Skills, through the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the major.
4. Develop Servant Leadership Skills, by demonstrating the ability to empower and work with others, including within and across groups.

## Internships in Business

An internship with a business organization or a non-profit or governmental agency enables the student to explore potential careers, clarify his/her educational and career goals, develop new skills, gain valuable work experience and develop professional contacts. Prospective interns must meet College-wide requirements and be approved by the Department. Internships can be taken during any academic semester and interns receive variable credits in BUS 395 or 495 based on the nature of the onsite experience. During recent years students completed internships at the following companies: Campbell Soup Co., BB&T, Butler Manufacturing Co., Habitat for Horses, Pinehurst Resort and Country Club, Merrill Lynch, International Visitors Council, Wesleyan Equestrian Center, Scotia Village Retirement Community, Scotland County Chamber of Commerce, Scotland Memorial Hospital, Triune Capital Advisors, Christopher Wood Law Office, and Army Geospatial Center.

## Requirements for Transfers Students

Transfer students are required to meet the College-wide general education requirements and must take 27 credits of the required business courses in the major at St. Andrews. In order to ensure that the Departmental goal of familiarity with a thorough business plan is met, students who have taken any course entitled “Principles of Management” at another institution must take BUS 302 Entrepreneurship at St. Andrews.

## Major in Business Administration

51-52 Credits

Students with a particular interest in one of the major fields (Accounting, Economics, Finance, Management, Marketing, or General Business) may choose their elective courses accordingly.

### Required Courses:

		33 Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUS 220	Business Technology	3



BUS 301	Business Law	3
BUS 303	Management Communications	3
BUS 321	Principles of Marketing Management	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Management	3
BUS 480	Senior Policy and Strategy Seminar	3
ECON 201	Microeconomics	3
ECON 202	Macroeconomics	3

**Additional Requirements:** **18-19 Credits**

- One of the following courses: 3-4
  - BUS 252 Business Statistics
  - MAT 205 Statistics / Lab
- Five upper-level business courses selected in consultation with a faculty advisor 15

## **Major in Business Administration with a Specialized Program of Study in Equine Business Management** **57 Credits**

**Required Courses:** **38 Credits**

ACCT 201	Principles of Accounting I	3
BUS 220	Business Technology	3
BUS 301	Business Law	3
BUS 303	Management Communications	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3
BUS 480	Senior Policy & Strategy Seminar	3
ECON 201	Microeconomics	3
EQ 244	Stable Management	2
EQ 244L	Stable Management Lab	2
EQ 340	Equine Business Management	3
EQ 350	Horse Science I	3
TH 155	Intro. to Therapeutic Horsemanship	1

**Additional Requirements:** **19 Credits**

- One of the following courses: 3
    - BUS 332 Organizational Behavior
    - BUS 333 Human Resource Management
  - One of the following courses: 3
    - BUS 322 Advertising and Promotion
    - SS 380 Sport Marketing
  - One of the following courses: 3
    - BUS 495 Senior Project
    - BUS 498 Senior Project
    - BUS 499 Senior Project
  - One of the following courses: 3
    - EQ 249 History & Theory of Modern Riding
    - EQ 341 Preparation for ANRC Testing
- Electives chosen from the following courses: 5
- |          |                                      |
|----------|--------------------------------------|
| ACCT 202 | Principles of Accounting II          |
| BUS 302  | Entrepreneurship                     |
| BUS 395  | Internship in Business & Economics I |
| COM 252  | Journalism                           |

ECON 202	Macroeconomics	
EQ 248	Basic Riding Instructor Skills	
EQ 248L	Basic Riding Instructor Skills Lab	
EQ 342	Form to Function: Judging and Selecting Hunters	
EQ 415	Current Therapies in Equine Internal Medicine	
EQ 416	Intro to Equine Clinical Pharmacology	
EQ 417	Equine Orthopedic Lameness	
EQ 418	Equine Nutrition	
EQ 440	Intro to Contemporary Riding and Teaching	
EQ 440L	Contemporary Riding and Teaching Lab	
EQ 422	Horse Science II	
The student must take at least 2 Equitation courses at St. Andrews		2
These courses include:		
PE 261	Equitation I	
PE 262	Equitation II	
PE 263	Equitation III	

## **Major in Business Administration with a Specialized Program of Study in Therapeutic Horsemanship Business Management**

**59 Credits**

### **Required Courses:**

**50 Credits**

ACCT 201	Principles of Accounting I	3
BUS301	Business Law	3
BUS 303	Management Communications	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3
BUS 480	Senior Policy & Strategy Seminar	3
ECON 201	Microeconomics	3
EQ 244	Stable Management	2
EQ 244L	Stable Management Lab	2
EQ 248	Basic Riding Instructor Skills	2
EQ 248L	Basic Riding Instructor Lab	1
EQ 340	Equine Business Management	3
TH 246	TH Principles & Concepts	3
TH 346	Adv Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Mgmt: Administration	2
TH 348	TH Program Mgmt: Advanced Techniques	2
TH 465	TH Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Riding	2

Certification (Red Cross) in First Aid and CPR

### **Additional Requirements:**

**9 Credits**

- One of the following courses: 3
  - BUS 332 Organizational Behavior
  - BUS 333 Human Resource Management
- One of the following courses: 3
  - BUS 495 Senior Project
  - BUS 498 Senior Project
  - BUS 499 Senior Project

Electives from the following courses: 3

ACCT 202	Principles of Accounting II
BUS 220	Business Technology

BUS 302	Entrepreneurship
BUS 322	Advertising & Promotion
BUS 341	Investments & Portfolio Analysis
BUS 361	Management Information Systems
BUS 395	Internship
BUS 451	Operations Management
EQ 350	Horse Science I

### **Contract Majors in Business – Laurinburg Campus 48-49 credits**

For students whose needs are different from the standard areas of emphasis, contract majors in Business may be arranged. A Business Administration contract major includes the Core Requirements and Capstone course from the regular Business Administration major and four courses (12 credits) of 300-400 level courses that would be appropriate for the theme of the contract. Examples of contract majors include: Business and Music Technology, Museum Management, Business with a Pre-Law emphasis, and Business within the Political Environment. All contracts must be approved by the Departmental faculty and declared by midterm of the first semester of the student's senior year.

<b>Required Courses:</b>		<b>33 Credits</b>
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUS 220	Business Technology	3
BUS 301	Business Law	3
BUS 303	Management Communications	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3
BUS 480	Senior Policy & Strategy Seminar	3
ECON201	Microeconomics	3
ECON202	Macroeconomics	3

### **Additional Requirements: 15-16 Credits**

- One of the following courses: 3-4
  - BUS 252 Business Statistics
  - MAT 205 Statistics / Lab
- Four upper level courses appropriate for the theme of the contract. 12
- Courses must be approved by the Departmental faculty.

### **Contract Majors in Business – St. Andrews @ Sandhills 48 credits**

Students enrolled in the St. Andrews @ Sandhills Program may complete a contract major in General Business Administration. A minimum of 48 credits is required for this major and at least 27 of the 48 credits must be taken at St. Andrews Presbyterian College. In order to ensure that the Departmental goal of familiarity with a thorough business plan is met, students who have taken any course entitled "Principles of Management" at another institution must take BUS 302 Entrepreneurship (3) at St. Andrews.

<b>Required Courses:</b>		<b>36 Credits</b>
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUS 220	Business Technology	3
BUS 252	Business Statistics	3
BUS 301	Business Law	3

BUS 303	Management Communications	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3
BUS 480	Senior Policy & Strategy Seminar	3
ECON 201	Microeconomics	3
ECON 202	Macroeconomics	3

**Additional Requirements: 12 Credits**

Four upper level courses appropriate for the theme of the contract. 12  
 Courses must be approved by the Departmental faculty.

**Minor in Business and Economics (24 credits)**

A student may pursue a minor in Business and Economics. A minor consists of 24 credit hours.

**Requirements for a in Business and Economics 15 Credits**

ACCT 201	Principles of Accounting I	3
BUS 303	Management Communication	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3

**Additional Requirements: 9 Credits**

- One of the following courses: 3
    - ECON 201 Microeconomics
    - ECON 202 Macroeconomics
- Electives courses in business and economics. 6

**Minor in Equine Business Management 28 credits**

A student who is not a business major may pursue a minor in Equine Business Management. A student majoring in business may pursue a minor in Equine Studies offered by the Equine Studies Department.

**Requirements for a minor in Equine Business Management 25 Credits**

ACCT 201	Principles of Accounting I	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 341	Principles of Financial Mgmt	3
ECON 201	Microeconomics	3
EQ 244	Stable Management	2
EQ 244L	Stable Management Lab	2
EQ 340	Equine Business Management	3
EQ 350	Horse Science I	3

**Additional Requirements: 3 Credits**

- One of the following courses: 3
  - EQ 249 History & Theory of Modern Riding
  - EQ 341 Preparation for ANRC Testing

The student must take at least 2 Equitation Courses at St. Andrews

These courses include:

PE 261	Equitation I
PE 262	Equitation II
PE 263	Equitation III

## Sport and Recreation Studies

The Sport and Recreation Studies major, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge, skills, and professional dispositions that are necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base.

### Learning Outcomes: Sport and Recreation Studies

Upon completion of the major or minor in Sport and Recreation Studies:

1. Students will be able to describe and explain the components of the sport and recreation studies field such as management, marketing, risk management and financial principles.
2. Students will demonstrate skills and knowledge in the area of sport and recreation through internships, practicum or guide independent studies.
3. Students will identify and describe safety and ethical issues necessary to work successfully and responsibly in sport and recreation field.
4. Students will apply administrative skills, knowledge and understanding of planning, organizing and evaluating various sporting and recreational events and programs.

### Career Opportunities

The Sport and Recreation Studies major is for a student who wants a career in a sport or recreation organization. Career options for those students pursuing the sport and recreation studies include, but are not limited to, work with professional sports, intercollegiate athletics, Olympic sports, national sport governing bodies, sport commissions, city park and recreation departments, YM/YWCA, Boys' and Girls' clubs, resorts, amusement parks and private clubs.

### Major in Sport and Recreation Studies

**36 Credits**

#### Required Courses:

**33 Credits**

ACCT 201	Principles of Accounting I	3
BUS 321	Principles of Marketing Management	3
BUS 331	Principles of Management	3
ECON 201	Microeconomics	3
SRS 212	Introduction to Sport Management	3
SRS 235	Recreation Programming	3
SRS 237	Sport and Recreation Event and Venue Management	3
SRS 385	Governance and Ethics in Sport & Recreation	3
SS 410	Organization and Administration of PE & Sports	3
SRS 475	Sport and Recreation Finance and Marketing	3
SRS 480	Risk Management & Legal Aspects in Sport & Recreation	3

#### Additional Requirements:

**3 Credits**

- One of the following courses: 3
  - SRS 495 Senior Internship
  - SRS 498 Senior GIS
  - SRS 499 Senior Practicum



## Minor in Sport and Recreation Studies

**24 Credits**

### Required Courses:

SRS 212	Introduction to Sport Management	3
SRS 237	Sport and Recreation Event and Venue Management	3
SRS 385	Governance and Ethics in Sport & Recreation	3
SS 410	Organization and Administration of PE & Sports	3
ACCT 201	Principles of Accounting I	3
ECON 201	Microeconomics	3
BUS 321	Principles of Marketing	3
BUS 331	Principles of Management	3

## Minor in Coaching

**27.5 Credits**

### Required Courses:

**19 Credits**

BIO 221	Human Anatomy and Physiology	4
SS 227	Community Health, First Aid and CPR	3
SS 310	Foundations in Sport Coaching	3
SS 320	Foundations of Officiating	3
SS 325	Kinesiology and Biomechanics	4
SS 402	Exercise Physiology	3

### Additional Requirements:

**7.5 Credits**

- One of the following courses:

SRS 212	Introduction to Sport Management	3
SS 231	Foundation and Principles of Physical Education	
- One of the following courses:

SS 215	Skill Analysis: Individual Sports	1.5
SS 216	Skill Analysis: Team Sports	
- A minimum of 3 upper level credits approved by Department Chair 3

## Department of Education

**Chairperson:** Dr. Sandra Parker Jones

*Accredited by:* National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction

Major in Elementary Education with K-6 Licensure (B.A.)

Major in Physical Education with K-12 Licensure (B.A.)

## Department of Education

In support of the mission of the College, the mission of the St. Andrews professional education program is to prepare Learner-Centered Professional Teachers who believe and demonstrate that teachers are the single most important factor outside the home environment in affecting learning and development. The Learner-Centered Professional Teacher who graduates from St. Andrews is aware of and appreciates the cultural achievements in the arts and literature and understands the role of science in the creation of a humane, integrative world. The St. Andrews Learner-Centered Professional Teacher has an intelligent, global concern for democratic relations in school and society and realizes that a teacher's intellectual, moral, and spiritual growth extends well beyond the College. Dedication to physical and emotional health and vitality, with a clear sense of vocation for the stewardship of life, are educational necessities for the Learner-Centered Professional Teachers of the twenty-first century.

## **Learning Outcomes: Education**

Learner-Centered Professional Teachers are professionally competent, personally and socially mature, spiritually enlightened, and acutely aware of their responsibilities to society. The Teacher Education Department prepares teachers who:

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Provide a respectful environment for a diverse population of students, where students are treated as individuals, and professionals adapt their teaching for the benefit of students with special needs.
3. Know the content appropriate to their teaching specialty, align it with the North Carolina Standard Course of Study, and recognize its connectedness to other content when appropriate.
4. Facilitate ways in which learning takes place at the appropriate levels of intellectual, physical, social, and emotional development of their students.
5. Use a variety of instructional methods, integrate and utilize technology in their instruction and assess using a variety of methods what each student has learned.
6. Analyze student learning, link professional growth to their professional goals, and function effectively in a complex, dynamic environment.

## **Policies and Procedures**

### **Admission to the Program**

Formal admission to the Teacher Education Program is a separate process from admission to St. Andrews. Admission to, and continuation in a Licensure Program is granted only to those students who show clear evidence of becoming competent, mature, and responsible teacher candidates. A student seeking to be formally admitted to the Teacher Education Program must meet the following requirements:

#### *Degree Seeking Students on Main Campus*

1. **Earn Sophomore Class status** with a Minimum grade point average (GPA) of 2.5. (To achieve this, a student should have minimum GPA of 2.0 by the end of the Freshman year.)
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the PRAXIS Series\*, or satisfactory SAT/ACT Scores.
3. Submit to his/her Advisor an Application for Admission to Teacher Education by application deadline dates of March 1 or October 1.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not in the Department of Education.
5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *Degree Seeking Students in the St. Andrews @ Sandhills Program*

1. Complete 12 credit hours at St. Andrews at Sandhills with a Minimum GPA of 2.5.
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the PRAXIS Series\*.

3. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the St. Andrews @ Sandhills Office) by application deadlines of March 1, June 1 or October 1.
  4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not a Department of Education full-time professor.
  5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.
- \* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *College Graduates Seeking Licensure on the Main Campus*

1. Complete a minimum of 6 credit hours at the College with a minimum GPA of 2.5.
  2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Office of Teacher Education) by the application deadline dates of March 1 or October 1.
  3. Submit to his/her Advisor two completed Reference Forms from previous instructors who are not full-time professors of the Department of Education\*.
  4. Complete satisfactorily an interview with the Teacher Education Committee.
  5. Licensure-only students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the PRAXIS I.
- \* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *College Graduates Seeking Licensure in the St. Andrews @ Sandhills Program*

1. Complete a minimum of 6 credit hours at the College with a minimum GPA of 2.5.
  2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the St. Andrews @ Sandhills Office) by the application deadline dates of March 1 or October 1.
  3. Submit to his/her Advisor two Reference Forms from previous instructors.
  4. Complete satisfactorily an interview with the Teacher Education Faculty Committee.
  5. Licensure-only and Lateral Entry students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the Pre-Professional Skills test in Reading, Writing and Math.
- \* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

### **Progression Policy**

To maintain satisfactory progress in the program, Teacher Education Majors:

1. Are limited to introductory courses in Education or a maximum of fifty percent of the courses that constitute the total professional studies program, excluding student teaching, until they are formally admitted to the Teacher Education Program.
2. Must maintain an overall GPA of 2.5 or better to be retained in the program.
3. Must maintain a GPA of 2.0 or better in their specialty area program of study.
4. Must retake any specialty area course in which a D or F is received.

5. Must maintain a GPA of 2.5 or better in their professional studies program of study.
  6. Must retake any professional studies course in which a grade of C- or lower is received.
  7. Must have an overall GPA of 2.5 or better to be eligible for a student teaching placement.
- \* Students not admitted to Teacher Education may take only a limited number of the courses that constitute the total professional studies program (7). See catalog course description.

### **Student Teaching**

The student teaching experience is a 14-week experience in a North Carolina public school. In order to be admitted to the professional semester, students must meet several requirements in addition to the initial requirements for formal admittance to Teacher Education candidacy. The student must:

1. Have a GPA of 2.5 or better in the teaching major.
  2. Have a GPA of 2.5 or better in the professional studies program of study.
  3. Have an overall GPA of 2.5 or better.
  4. Remove all incomplete grades.
  5. Submit the Application for Student Teaching by application deadline dates of March 1 or October 1.
- \* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Students in the program who are working as teacher assistants will be advised to student teach in a school where they do not serve as assistants. Student teachers will be permitted to engage in outside employment, participate in College extra-curricular activities or enroll in an additional course only with the approval of the Teacher Education faculty.

### **\*PRAXIS I: Pre-Professional Skills Test (PPST)**

The Department of Education offers a course in the fall and spring to prepare students for PRAXIS. Registration information for PRAXIS I and PRAXIS II is available in the Education Curriculum Lab. Professors in the Education Department will advise students regarding PRAXIS I and PRAXIS II.

### **Exit Policies**

All students seeking Licensure must meet all requirements of the program, including course requirements, the PRAXIS Series (PRAXIS I, PRAXIS II) requirements, grade point average requirements and student teaching requirements.

### **K-12 Licensure**

The College offers an approved K-12 program leading to Licensure in Physical Education and an approved K-6 program leading to Licensure in Elementary Education. A student pursuing K-12 Licensure must successfully complete the standard requirements for the teaching major and the professional education sequence required for all Licensure programs.

### **Change of Major**

A student, who changes his/her major to Education, must satisfy all of the core requirements for Education majors.

## Transfer Course Credit

The transcripts of transfer students and Licensure-Only students are evaluated individually by the College Registrar's Office and appropriate faculty to ascertain which courses from other institutions are equivalent to the courses at St. Andrews. In some instances, students may be required to repeat a basic course if the course content is inadequate. A Program of Study is then prepared outlining the courses to be taken at the College to complete Licensure requirements in Teacher Education.

Licensure-Only students must meet the same requirements as the degree-seeking students. A Licensure-Only student must hold a four-year degree from an accredited college or university.

Professional Studies courses taken at St. Andrews Presbyterian College or at any other accredited institution that are more than five (5) years old may not be accepted toward a Licensure Program.

## Taking Courses in the St. Andrews @ Sandhills Program

Students may enroll in courses at the other location if the course needed is not taught on their respective campus. Students must have the approval of the St. Andrews @ Sandhills Director and the advisor before registering.

Lateral-Entry candidates in Elementary Education may enroll in the St. Andrews @ Sandhills Program. Courses for Licensure are offered in the evening and on weekends to accommodate a teaching schedule.

## Major in Education

Students seeking licensure within the Teacher Education program can choose to major in Elementary Education with a K-6 Licensure or in Physical Education with a K-12 Licensure. In either case, students must complete the Professional Studies Sequence for Licensure below in conjunction with the requirements of their individual majors.

### Professional Studies Sequence for Licensure

**33 Credits**

All students in the Teacher Education Program, regardless of licensure area, are required to successfully complete the following courses with a grade of C (2.00) or better. Any changes in the approved program of study outlined below must have the approval of the Department Chairperson.

*The following courses may be taken prior to admittance to the Teacher Education Program:*

EDU 236	Technology for Educators	3
EDU 250	Education, Culture and Diversity	3
PSY 220	Child and Adolescent Psychology	3
EDU 324	Educational Psychology	3

**12 Credits**

*The following courses may be taken only after being admitted to the Teacher Education Program:*

EDU 235	Curriculum and Instruction	3
EDU 352	Teachers as Leaders	3
EDU 355	The Exceptional Child	3
EDU 423	Student Teaching Internship	10
EDU 425	Student Teacher Senior Seminar	2

**21 Credits**

## Major in Elementary Education with K-6 Licensure

**69 Credits**

Elementary Education majors are expected to complete 12 hours in an area of emphasis in a core subject or other discipline significant to their Elementary



Education program. Consult with your advisor prior to developing your area of emphasis.

**Requirements for Elementary Education with K-6 Licensure**  
**36 Credits + Professional Studies Sequence**

Elementary Education K-6 majors are required to successfully complete the following courses with a grade of C (2.00) or better.

*The following courses may be taken prior to admittance to the Teacher Education Program.*

EDU 232	K-6 Healthful Living and Physical	3
EDU 319	Literature for Children & Youth	3
EDU 365	Fine Arts in the Elementary School	2

*The following courses may be taken only after being admitted to the Teacher Education Program.*

EDU 332	Language and Literacy	3
EDU 338	Reading and Language Arts II	3
EDU 339	Social Studies in the Elementary School	3
EDU 341	Science in the Elementary School	3
EDU 342	Mathematics in the Elementary School	3

- Successful completion of an emphasis as stated above 12

Note: Elementary Education Majors must complete the Professional Studies Sequence for Licensure 33 Credits

**Major in Physical Education with K-12 Licensure (65 Credits)**

Physical Education majors must successfully complete the following courses with a grade of C- or better. Any changes in the approved program of study outlined below must have the approval of the Department Chair.

**Required Courses – Group I: 32 Credits**

BIO 221	Human Anatomy and Physiology I	4
SS 227	Community Health, First Aid and CPR	2
SS 231	Foundations and Principles of Physical Education & Sport	3
SS 234	Adaptive Physical Education, Sport, and Recreation	3
SS 325	Kinesiology and Biomechanics	4
SS 402	Exercise Physiology	3
SS 410	Organization and Administration of Physical...	3

**Required Courses – Group II:**

Physical Education majors must successfully complete the 10  
following courses with a grade of C (2.00) or better.

*The following courses may be taken prior to admittance to the Teacher Education Program.*

EDU 232	K-6 Healthful Living and Physical Education Methods (3 credits)
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*The following courses may be taken only after being admitted to the Teacher Education Program.*

EDU 322	Reading and Writing in the Content Area (3 credits)
EDU 328	K-12 Healthful Living and PE Methods (3 credits)
EDU 328L	Lab Field Experience Teaching Healthful Living (1 credit)

Note: Physical Education Majors must complete the Professional Studies Sequence for Licensure 33 Credits

**TaskStream**

Any student who is taking an Education course or plans to major in Education must enroll in TaskStream, an electronic data collection facility that is now being used by the Department of Education and all of its programs. Students should go to the following website to review information about TaskStream, find enrollment information, and fee schedules at <http://www.taskstream.com>.

**Department of Equine Studies**

**Chairperson:** Pebbles Turbeville

Major in Therapeutic Horsemanship (B.A.)

Minor in Therapeutic Horsemanship

Minor in Equine Studies

**Equine Studies**

The Equine Studies Department, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field. Through experiential learning opportunities students will be prepared to integrate theory with specialized knowledge to become leaders in the equine industry. Students will acquire the necessary critical thinking and problem solving skills and will be empowered to be contributing members of their chosen profession in an interdependent world.

**Therapeutic Horsemanship**

The Therapeutic Horsemanship major, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base. Support of the college’s mission of encouraging students to ‘transcend self-interest with a spirit of service’ is inherent in the very nature of the major. Students will be prepared to enter the field of Therapeutic Horsemanship as well-trained and contributing professionals or to continue on to post-graduate work in a related area. The major is specifically designed to provide career training for the student who is able-bodied or disabled.

**Learning Outcomes: Therapeutic Horsemanship**

Upon completion of the major or minor in Therapeutic Horsemanship, students will be expected to:

- 1. Students will demonstrate an understanding of and competency in the NARHA national standards as well as ethical issues in the Therapeutic Horsemanship industry.
- 2. Students will demonstrate skills and knowledge in the area of Therapeutic Horsemanship through internships, guided independent research opportunities, and teaching practicum.
- 3. The student who completes the Therapeutic Horsemanship Major will obtain a registered level certification by NARHA.

<b>Major in Therapeutic Horsemanship</b>		<b>56 Credits</b>
<b>Required Courses:</b>		<b>51 Credits</b>
BIO 221	Human Anatomy and Physiology I	4
EQ 244	Stable Management I	2

EQ 244L	Stable Management Lab	2
EQ 248	Basic Riding Instructor	1.5
EQ 248L	Basic Riding Instructor Lab	1
EQ 340	Equine Business Management	3
EQ 350	Horse Science I	3
PSY 101	Introduction to Psychology	3
PSY 220	Child and Adolescent Development	3
SS 227	Community Health, First Aid and CPR	1.5
SS 402	Exercise Physiology	3
SS 325	Kinesiology and Biomechanics	4
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Principles of Therapeutic Horsemanship	3
TH 268	Training the TR Horse	2
TH 346	Advanced Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Management: Administration	2
TH 348	TH Program Management: Teaching	3
TH 465	Therapeutic Horsemanship Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Horsemanship	2
<b>Additional Requirements:</b>		<b>5 Credits</b>
• One of the following Capstone courses:		3
TH 495	Senior Internship	
TH 498	Senior GIS	
TH 499	Senior Practicum	
• A minimum of 2 PE riding classes from PE 261-264, and the student needs to be prepared to pass the riding proficiency test for NARHA instructor certification.		2
• Red Cross certification in First Aid and CPR		

## **Minor in Therapeutic Horsemanship** **25.5 Credits**

<b>Required Courses:</b>		<b>23.5 Credits</b>
EQ 244L	Stable Management Lab	2
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Therapeutic Horsemanship Principles and Concepts	3
TH 268	Training the Therapeutic Riding Horse	2
TH 346	Advanced Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Management: Administration	2
TH 348	TH Program Management: Teaching	3
TH 465	Therapeutic Horsemanship Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Horsemanship	2
SS 227	Community Health, First Aid and CPR	1.5

<b>Additional Requirements:</b>		<b>2 Credits</b>
• One of the following courses:		2
EQ 244	Stable Management I	
EQ 245	Stable Management II	

## **Minor in Equine Studies** **22 Credits**

<b>Required Courses:</b>		<b>16.5 Credits</b>
EQ 244L	Stable Management Lab	2
EQ 248	Basic Riding Instructor	1.5
EQ 248L	Basic Riding Instructor Lab	1
EQ 340	Equine Business Management	3

EQ 248L	Basic Riding Instructor Lab	1
EQ 340	Equine Business Management	3
EQ 342	Form to Function: Principles of Judging Hunters	3
EQ 350	Horse Science I	3
EQ 422	Horse Science II	3
<b>Additional Requirements:</b>		<b>5.5 Credits</b>
• One of the following courses:		2
EQ 244	Stable Management I	
EQ 245	Stable Management II	
• One of the following courses:		1.5
EQ 249	History and Theory of Modern Riding	
EQ 341	Preparation for ANRC-Rider Testing	
• Two of the following courses:		2
EQ 267	Showing Hunters	
EQ 268	Introduction to Schooling Hunters	
EQ 271	Showing Jumpers	
EQ 280	Natural Horsemanship	
PE 202 or PE 263	Intercollegiate Equitation or Equitation III	
• Red Cross certification in First Aid and CPR or take SS 227		

## Department of Interdisciplinary Studies

**Chairperson:** Edna Ann Loftus, Associate Dean for Academic Affairs

Major in Interdisciplinary Studies, B.A.

### Mission: Department of Interdisciplinary Studies

In support of the mission of the College, the purpose of the interdisciplinary studies major is to permit students to profit from the study of the full breadth of a liberal arts and sciences curriculum, as an end in itself as well as to complement and provide a context for the study of a particular discipline. The major may draw on courses in the natural and health sciences, mathematics, fine arts, humanities, and the social sciences. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of human nature and self-expression. Intellectual, cultural, social, political, scientific, artistic, literary, and religious interactions and influences within a given era and from age to age are studied. Depth of knowledge and understanding is gained through progressively advanced study in several disciplines, rather than in a single discipline.

### Learning Outcomes: Interdisciplinary Studies

The major in Interdisciplinary Studies is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators. Learning outcomes and a statement of purpose are developed for each individual contract.

### Major in Interdisciplinary Studies 45-56 total credits required

A student has two options for pursuing a major in Interdisciplinary Studies:

1. The student may choose to pursue a faculty-designed program of study, such as Asian Studies, which has already been approved by a Department Chair and the Curriculum and Assessment Committee; or

If a student selects the individualized option, (a) the student will secure the agreement of a faculty member from one of the proposed disciplines to serve as lead advisor; (b) in consultation with the lead advisor, a proposed program of study including learning outcomes and a specific list of courses is developed around a unifying theme or concept; (c) the agreement of faculty in the other participating disciplines is secured; (d) the review and approval of the Chair of Interdisciplinary Studies is secured.

The contract may include X99 Guided Independent Studies courses, X98 Research Practica, and X95 Internships. Internships are strongly suggested. The major in Interdisciplinary Studies at St. Andrews may not be combined with any other major or minor.

Basic Requirements for Student-Initiated Interdisciplinary Studies Majors

45-56 total credits required

Required Courses

Approved Courses from the First Academic Discipline	12 credits minimum
Approved Courses from a Second Academic Discipline	12 credits minimum
Approved Courses from a Third Academic Discipline	6 credits minimum
IDS 401 Senior Experience in Interdisciplinary Studies	1 credit

\*Approved Electives – supportive of the theme of the major 14 – 25 credits

Additional Requirements

- 1) The program of study must consist of a minimum of 45 and a maximum of 56 credits.

2) At least two academic advisors, from two different disciplines, are required. The lead advisor will serve as the “advisor of record.”

3) A minimum of 25 of the total credits for the major must be earned at St. Andrews Presbyterian College.

4) Of the 24 upper level credits required of the major, a minimum of 16 upper level credits must be completed at St. Andrews.

5) Interdisciplinary Studies proposals and contracts must be approved by the faculty in the appropriate disciplines and by the Interdisciplinary Studies Coordinator no later than the end of the drop/add period for the semester preceding a student’s graduation semester.

6) IDS 401 Senior Experience in Interdisciplinary Studies is required of all Interdisciplinary Studies majors. This course is to be taken in the final semester of the senior year.

7) *From* approved courses at the 100-200 levels 21 credits

8) *From* approved courses at the 300-400 levels 24 credits

Honors in Interdisciplinary Studies

Students who meet the College requirements of a 3.00 cumulative grade point average on all work attempted, a 3.30 or better in major courses, and the recommendation of faculty in the disciplines of their contract may pursue Honors in Interdisciplinary Studies. These students will *complete* at least two courses (minimum 4 credits) of approved independent study related to the focus of their interdisciplinary contract culminating in an Honors level thesis or project to be evaluated by faculty from the disciplines represented in the major.



## **Department of Liberal & Creative Arts**

**Chairperson:** Stephanie McDavid

### **English and Creative Writing**

Major in English and Creative Writing (B.A. or B.F.A.)

Minor in English, Literature emphasis

Minor in English, Creative Writing emphasis

Minor in Creative Writing

### **Foreign Languages**

Minor in French or Spanish

Minor in Modern Languages

### **History and Politics**

Major in Social Science with a concentration in History (B.A.)

Major in Social Science with a concentration in Politics (B.A.)

Minor in Social Science, History emphasis

Minor in Social Science, Politics emphasis

### **Humanities**

Major in Humanities with a concentration in English (B.A.)

Major in Humanities with a concentration in Philosophy (B.A.)

Major in Humanities with a concentration in Religious Studies (B.A.)

### **Philosophy and Religious Studies**

Major in Philosophy and Religious Studies (B.A.)

Minor in Philosophy

Minor in Religious Studies

### **Visual and Performing Arts**

Major in Visual and Performing Arts with a concentration in Studio Art (B.A.)

Major in Visual and Performing Arts with a concentration in Art Therapy (B.A.)

Major in Visual and Performing Arts with a concentration in Communications & Theatre Arts (B.A.)

Minor in Studio Art

Minor in Communication & Theatre Arts

Minor in Film Studies

Minor in Music

The Department of Liberal and Creative Arts comprises the disciplines of art, communications, creative writing, English, foreign languages, history, literature, music, philosophy, politics, religious studies and theatre arts.

## **English and Creative Writing**

The mission of the major in English and Creative Writing is to cultivate an understanding of literature as an expression of human values and experiences, to foster an appreciation of the English language as a vehicle for imaginative, informative, and persuasive expression, and to develop skills of expository and creative expression, critical and analytical reading. The major offers students a course of study in American and English literature which emphasizes central authors, movements, and literary genres from the medieval to the modern periods. The major also prepares students to enjoy the art and craft of imaginative writing as a fulfilling vocation or avocation through a rich exposure to the genres of poetry, fiction, drama, screen writing, and creative non-fiction.

## Shared Learning Outcomes: English and Creative Writing

Upon completion of the major in English and Creative Writing, students will be expected to:

1. Demonstrate familiarity with significant work and authors representing the diversity and scope of the Western literary tradition;
2. Demonstrate an understanding of the defining characteristics of at least two major literary genres: poetry, fiction, drama, creative nonfiction;
3. Understand and apply a variety of critical methodologies to the analysis of literary texts; and
4. Demonstrate the ability to apply their skills in an appropriate pre-professional context.
- 5.

## Major in English and Creative Writing (B.A. or B.F.A.) 35-37 Credits

All students intending to complete the major in English and Creative Writing will complete the following core courses:

Required Courses:		15 Credits
ENG 209	Survey of American Literature	3
ENG 211	Masterpieces of English Literature	3
ENG 278	Introduction to Critical Analysis and Literary Theory	3
ENG 221 OR ENG 322	Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 211	Introduction to Creative Writing	3

Students will choose to follow either a concentration in English Literature for the B.A. degree or a concentration in Creative Writing for the B.F.A. degree.

## Learning Outcomes: English Literature concentration:

Upon completion of the concentration in English Literature students will be expected to:

1. Identify and discuss the central characteristics and innovations of important literary movements;
2. Write essays on literary topics which demonstrate mastery of clear expository prose;
3. Demonstrate skills in undergraduate research and MLA documentation style; and
4. Demonstrate a commitment to the life-long enjoyment of literary texts and traditions through the development of an annotated reading list.

## Requirements for the concentration in English Literature (B.A.) 35-37 Credits

### Core Requirements: 15 credits

ENG 209	Survey of American Literature	3
ENG 211	Masterpieces of English Literature	3
ENG 278	Introduction to Critical Analysis and Literary Theory	3
ENG 221 or ENG 322	Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 221	Introduction to Creative Writing	3

### English Literature Requirements: 20 - 22 credits

Two upper level British literature courses	6
Two upper level American literature courses	6
Two additional upper level ENG courses	6
An internship, practicum, or guided independent study	1-3
ENG 453 Senior Portfolio and Review	1

## Honors in English

A major may receive “Honors in English” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all courses and a 3.3 or better in courses in English.
2. Completing six (6) credits of work on an honors thesis or project, including ENG 497 (academic honors), with a grade point average of 3.3 or better.
3. Completing and successfully defending a thesis or project in a comprehensive oral examination before an examining committee composed of at least one member of the English program, one St. Andrews faculty member outside the program, and one additional outside examiner.

## Minor in English, Literature Emphasis

**18 Credits**

For literature minors, a minimum of 18 credits in English and/or Literature are required, half at the 200 level and half at the 300 or 400 level. Only one writing course (e.g. Creative Writing) may be counted in the six courses for this minor.

## Minor in English, Writing Emphasis

**18 Credits**

### Required Courses: 6 credits

CW 221 Introduction to Creative Writing	3
ENG 322 Shakespeare's Tragedies	3

### Additional Requirements: 12 credits

- One or more of the following: 3
  - ENG 209 Survey of American Literature
  - ENG 211 Masterpieces of English Literature
  - ENG 252 Modern Poetry
  - LIT 210 Classics of Western Literature
- Elective English course 3
- Two courses in Creative Writing at the 300 or 400 level 6

## Learning Outcomes: Creative Writing concentration:

Upon completion of the concentration in Creative Writing students will be expected to:

1. Put theory into practice in the creation of original work in at least two areas: poetry, fiction, drama, creative nonfiction, screen writing;
2. Develop and articulate a personal theory of writing;
3. Produce a significant, original manuscript of creative work which reflects a personal theory of writing;
4. Submit their original work for publication in accordance with the guidelines of the literary profession; and
5. Demonstrate skill in some aspect of the editing, publication, or public presentation of creative work.

## Requirements for the concentration in Creative Writing (B.F.A.):

**36-38 Credits**

### Core Requirements: 15 credits

ENG 209	Survey of American Literature	3
ENG 211	Masterpieces of English Literature	3
ENG 278	Introduction to Critical Analysis and Literary Theory	3
ENG 221 or ENG 322	Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 221	Introduction to Creative Writing	3

## **Creative Writing Requirements: 21 -23 credits**

ENG 252	Modern Poetry	3
Two Creative Writing symposia		6
Two upper level Creative Writing workshops		6
One upper level course in ENG, CW, or PHI		3
An internship or practicum		1-3
CW 479 Thesis and Presentation*		4
CW 480 Publication		1

\*Thesis and Presentation: Students completing the Creative Writing concentration for the B.F.A. degree will submit a thesis of imaginative work and an essay on a personal theory of writing. Students will also participate in an oral defense of the thesis before a committee of three faculty members. The thesis itself may be in one of several genres; that is, a student could submit a thesis that combines poetry and fiction or combines creative nonfiction and screenwriting.

Poetry: 20-30 pages

Fiction: 30-40 pages

Creative Nonfiction: 30-40 pages

Drama: 25-35 pages

Screenwriting : 25-35 pages

Theory of Writing : 6-10 pages.

## **Minor in Creative Writing**

**18 credits**

To satisfy a minor in Creative Writing, the student is required to take CW 221, ENG 252, and a minimum of 12 additional credits from course requirements for the CW concentration, nine of which must be at the 300/400 level.

## **Foreign Languages**

The Mission of the Foreign Language curriculum is to provide students with a balanced and well-sequenced selection of courses that will permit them to develop a communicative ability using all of the major tenses and forms of the target language, to increase cross-cultural awareness, and to build a significant active and passive vocabulary appropriate to a wide range of practical, daily-life situations. This mission is accomplished through grammar, literature, culture/civilization and related courses. While classroom work includes the four key skills of reading, writing, listening and speaking, there is a special emphasis on development of the student's listening comprehension and speaking abilities.

## **Learning Outcomes: Foreign Languages**

Five key learning outcomes have been identified for students completing a minor:

1. Students will acquire skills in speaking, listening comprehension, reading and writing in the target language.
2. Students will acquire a basic knowledge of the cultural context of the target language.
3. Students will read and study representative selections of the literature of the target language, and acquire a knowledge of its major characteristics.
4. Students will understand and be able to use the common grammatical structures of the language.
5. Students will acquire a vocabulary that is applicable to daily life events and activities.

## **Special Notes:**

Foreign Language courses are offered pending availability of qualified instructors. Courses in Chinese are offered at Capital Normal University in Beijing, China, as part of the College's international travel/study program.

### **Minor in French or Spanish**

**18 Credits**

A minor in French or Spanish consists of at least 18 credits in the chosen language, of which at least 9 credits must be at or above the 300 level. The minor must include:

- One composition and/or conversation courses
- One civilization/culture course
- One literature course

Sample Minor in Spanish: Spanish: 151, 152, 220, 251, 325, 331, 351

### **Minor in Modern Languages**

**21 Credits**

A minor in Modern Languages consists of at least 21 credits (at least 9 credits in each language), of which at least 9 credits in one language must be at or above the 200 level. Sample Minor in Modern Languages:

- Spanish 220, 251, 325, 332
- French 151, 152, 251

## **History and Politics**

The mission of the History and Politics program supports the College by providing majors with a depth of knowledge and proficiency in the disciplines of history and political science. The social science major develops students' writing, research, and reasoning abilities. It addresses the need to construct clear and appropriate interpretations about complex information. Further, it helps students understand the nature of change and continuity in human experience over time. The major prepares students for a number of career paths including graduate training in a variety of disciplines. The major serves well the demand that graduates express their ideas clearly and think responsibly. The faculty in the program also support the College by encouraging all students in their courses to become informed, articulate, political individuals with a comprehension of the complex nature of living in an interdependent global community. The History and Politics program is inclusive and student-centered, using experiential learning where appropriate and enhancing student self-development through habits of lifelong learning.

The History and Politics program offers a history or politics concentration within the social science major with primary emphases in politics, European history, American history, and public history. Upon declaring the major a student will develop a contract for the course of study in consultation with faculty in the program. There are, in addition to the primary emphases, many possible areas of focus including graduate school preparation, pre-law, history or politics for journalism, history or politics for international studies, European Studies, American Studies, the American South, American Slavery, American Women's History, Asian Studies, history or politics for government service, history or politics for divinity services, history or politics for mass communications, and history or politics for careers in business. Other thematic contracts are possible with department approval.



## **Learning Outcomes: History and Politics**

1. Students will identify, clarify, articulate, and evaluate personal political values while becoming knowledgeable global citizens.
2. Students will develop an awareness of the importance of the past for its own sake and for its use in the present and future.
3. Students will demonstrate their learning and growth toward undergraduate competency in reading, researching, and writing in the social sciences.
4. Students will develop a working knowledge of disciplinary methodologies appropriate to their area of specialization.
5. Students will prepare for careers and vocational objectives.

## **Major in Social Science (History or Politics), B.A.**

**36 Credits**

A standard major consists of 36 credits. A student must take a minimum of twelve credits at the 200 level that includes POL 201, POL 211, HIS 201 or HIS 202 and HIS 210 (formally HIS 102). Students must take a minimum of 18 credits at the 300-400 level and up to an additional six credits to fulfill the seminar sequence appropriate to their concentration (History or Politics) or the appropriate honors sequence; the politics seminar sequence requires POL 319 and POL 419 while the history seminar sequence requires HIS 325 and HIS 425 or HIS 491 and HIS 497 for honors completion.

## **Minor in Social Science (History or Politics)**

**18 Credits**

The History and Politics program offers a minor with an emphasis in either history or politics. Students intending to minor in either emphasis complete eighteen credits with a minimum of nine credits at the 200 level and nine credits at the 300-400 level. Completing a minor with an emphasis in politics requires POL 201 and POL 211. Completing a minor with an emphasis in history requires HIS 201 or HIS 202 and HIS 210 (formally HIS 102).

## **Honors in Politics**

A major, upon recommendation by the politics faculty, and upon certification by the Dean of the College, receive the designation “honors in politics” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.0 or better in all course work, and a 3.3 or better in all politics courses.
2. Satisfactory completion of six credits, four of which are completed in the fall semester as Politics 497 Politics Honors and two of which are completed in the spring semester as Politics 419 Senior Seminar in Politics.
3. Completion of a yearlong Honors Thesis on a topic approved by the politics faculty.
4. Achievement of periodic approval for continued work on the Honors Thesis.
5. A successful defense of the Honors Thesis before an examining committee which includes the faculty in politics, one faculty member outside the discipline, and/or an outside examiner.

## **Honors in History**

A major, upon recommendation by the history faculty, and upon certification by the Dean of the College, receive the designation “honors in history” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.2 or better in all course work, and a 3.6 or better in all history courses.
2. After successfully completing HIS 325 Junior Seminar with no less than a B course grade such students will, at the invitation of the history faculty, enroll in HIS 491 Honors Seminar during the fall of their senior year.
3. Continuing in the honors program requires the following by the end of HIS 491:
  - a. Approved thesis proposal.
  - b. Demonstration of adequate progress toward completion of the project.
4. The program will consider students meeting these criteria for enrollment in HIS 497, Honors Research.
5. In addition to the successful completion of HIS 491, a student will earn honors in history with successful completion of the following:
  - a. The submission of a thesis which conforms to the history faculty's Thesis Guidelines manual on or before the designated deadline date. The normal deadline will be three weeks before spring graduation.
  - b. A successful defense before a three or four person defense committee of whom at least two are history faculty. At least one member must be tenured. The Department will arrange and convene this defense committee in consultation with the student.
  - c. The submission of a final copy of the approved thesis which includes: The revision of the thesis as required by the defense committee. A manuscript which meets the preparation rules described by the History Thesis Guidelines manual is required.
  - d. Notification by the director of the thesis to the program faculty that the student has met all the above conditions.

### **Internships: History and Politics**

The program encourages majors and minors to consider academic internship opportunities in their sophomore and junior years. Internships are particularly helpful for students in public history and politics. Students interested in internships should work with program faculty at least a semester in advance of any intended program of study.

### **Humanities**

The major in humanities provides students with an opportunity to explore the myriad ways in which humans have made meaning of their lives through literary, philosophical and religious expression. Great texts of the Western literary tradition provide the backdrop as studies range across cultures and academic methodologies. This curriculum affords students a broad and historical understanding of the humanities while assuring that students have adequate depth in a particular humanistic discipline to obtain appropriate undergraduate mastery of a field of study.

### **Learning Outcomes: Humanities**

1. Students will exhibit the critical and analytical skills necessary to appreciate and interpret intelligently literary, philosophical and religious texts from a variety of cultural contexts.
2. Students will demonstrate knowledge of the diversity and scope of the Western literary heritage that records, shapes and reflects human experience and values.

3. Students will be able to reference predecessor thinkers, artists and traditions in order to show points of agreement and disagreement between their own ideas and those of others with regard to fundamental ethical, aesthetic, epistemological, metaphysical and religious questions.
4. Students will demonstrate the ability to write essays that demonstrate clear expository prose, effective reasoning and appropriate undergraduate research skills.

## **Honors in Humanities**

A major may receive the designation of “Honors in Humanities” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all course work and of 3.3 or better in courses in the major.
2. Presenting an honors thesis or project on a topic acceptable to the program faculty.
3. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least two faculty members in the program, and one faculty from outside the program.

## **Requirements for the Major in Humanities**

**40 Credits**

A minimum of 40 credits, including LIT 210, HUM 110, HUM 220, HUM 330 and HUM 440. 18 of these credits should be completed at the 300 or 400 level. 18 of these credits should also be accumulated in one of the constituent academic disciplines (English / Literature, Philosophy, or Religious Studies). These 18 credits form the student’s ‘concentration’ (Literature, Philosophy or Religious Studies). The remaining 9 credits are derived from electives within the humanistic disciplines.

## **Philosophy and Religious Studies**

In support of the mission of the College the mission of the Philosophy and Religious Studies program in the Department of Liberal and Creative Arts is to expose students to the breadth of ideas and disciplines that constitute the fields of Philosophy and Religious Studies. We seek to help students develop a broad understanding of the historical and contemporary impact of philosophical and religious ideas on human culture and human problems, as well as the logical and critical reasoning skills to take and defend reasoned positions on important philosophical and religious issues.

## **Learning Outcomes: Philosophy and Religious Studies**

The Philosophy and Religious Studies program has the goal of achieving the following principle outcomes for its majors:

1. Students will acquire awareness and critical understanding of the formative religious traditions of human beings in a variety of cultures.
2. Students will acquire awareness and critical understanding of major philosophers and issues in the Western philosophical tradition.
3. Students will become appreciatively critical of their own religious traditions by engaging in a process of formulating their own mature questions and beliefs.
4. Students will become able to develop and defend their own well-reasoned position on one or more important philosophical issues.

## Honors in Philosophy and Religious Studies

A major may receive the designation of “Honors on Philosophy and Religious Studies” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all course work and of 3.3 or better in courses in the major;
2. Completing two three-credit guided independent studies with members of the program faculty;
3. Presenting an honors thesis or project on a topic acceptable to the program faculty; and
4. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the program, one faculty member outside the program, and one additional outside examiner.

### Requirements: B. A. in Philosophy and Religious Studies 31 Credits

Courses in Philosophy and Religious Studies (31 credits at least 18 of which must be at the 300-400 level)

Of these thirty-one credit hours:

- Successful completion of PHI 203 and RST 100 6
- Successful completion of three credits from EACH of the following 12  
four areas:
  1. History of Philosophy:
    - PHI 100 Introduction to Philosophy
    - PHI 216 Existentialism
    - PHI 301 The Beginnings of Philosophy
    - PHI 302 Jewish, Christian and Islamic Philosophy
    - PHI 303 Modern Philosophy and Scientific Revolutions
    - PHI 304 Recent Philosophy and Technological Revolutions
    - PHI 324 Critical Studies in Philosophy (1.5 credits)
    - PHI 325 American Philosophy.
  2. Scriptural Studies:
    - RST 120 The Bible Today
    - RST 224 Hebrews, Psalms, and Wisdom Literature
    - RST 320 The Pentateuch
    - RST 322 Hebrew Prophets
    - RST 330 The Synoptic Gospels
    - RST 332 The Life and Letters of the Apostle Paul
    - RST 334 Johannine Literature
  3. Applied Philosophy:
    - PHI 212 Ethics
    - PHI 231 Business Ethics
    - PHI 245 Ethical Issues in Technology and Society
    - PHI 246 Environmental Philosophy
    - PHI 318 Social and Political Philosophy
    - PHI 333 Philosophy of Law
    - PHI 341 Philosophical Issues in Mass Communication
    - PHI 349 Bioethics (1.5 credits)
  4. Religious Thought:
    - RST 203 Sex, Gender, and Religion
    - RST 205 Religion in Stories, Plays and Films
    - RST 240 Christian Origins

RST 242	Spiritual Journey	
RST 270	Religion in the Middle East	
RST 272	Religions of India and South Asia	
RST 301	Religion and Women's Studies	
RST 340	History of Christian Thought	
RST 345	Foundations of Modern, Western Religious Thought	
RST 350	Modern Christian Theology	
RST 355	Theological Roundtable	
• Successful completion of Junior Seminar (2) and Senior Seminar (2)		4
• Courses selected from list of Philosophy and Religious Studies courses		9

## **Contract Major in Philosophy and Religious Studies**

In addition to the regular major, the Philosophy and Religious Studies Program offers students options for designing and contracting a major which has an emphasis in some area (or areas) or study the student wishes to relate to philosophy and religion (such as psychology, politics, history, literature, art). Specific courses which define the terms of these contracts are determined by the student in consultation with a member of the Philosophy and Religious Studies Program and with the approval of the chairperson of the Department of Creative and Liberal Arts. The only general requirements are that:

- Contracts include a minimum of 18 credits in Philosophy and Religious Studies, at least 9 of which are at the 300-400 level;
- Contracts include 30 credits, at least 15 of which are at the 300-400 level;
- The student submits with the contract a one-page statement of rationale in which s/he articulates the reasons for including each specified course within a single, comprehensive, contracted major.

## **Requirements for a Minor in Philosophy**

Requirements for a minor are 18 credit hours in Philosophy, at least nine of which are at the 300-400 level. PHI 203 must be taken as part of the minor contract.

## **Requirements for a Minor Religious Studies**

Requirements for a minor are 18 credit hours in Religious Studies, at least nine of which are at the 300-400 level.

## **Visual and Performing Arts**

The St. Andrews Major in Visual and Performing Arts introduces students to the vibrant creative areas of Art, Film & Television, Theatre and Music. Having completed a group of core Visual and Performing Arts courses, a student will pursue a more comprehensive study of either Art or Communication & Theatre Arts.

Specialized programs of study can also be contracted between the student and academic advisor. These are custom-designed to serve students with more varied academic or career interests, and may combine elements of a number of disciplines within the Visual and Performing Arts major.

The curriculum of the Visual and Performing Arts major combines a study of the history, theory, and criticism of the chosen discipline with dynamic and rigorous hands-on production experience in media ranging from sculpture, drawing, painting, ceramics, music and computer art to all phases of film and theatre production and script writing. For majors and non-majors alike, Visual & Performing Arts courses are designed to develop an appreciation for the history and artistry of these media,



the skills to produce professional quality creative work, and the ability to critique effectively one’s own work and the work of others.

Students completing the Visual and Performing Arts major will emerge with solid theoretical, critical and practical skills that will position them for post-graduate work or entry into the broad, exciting and ever-evolving arts and media job market.

**Learning Outcomes: Visual and Performing Arts**

Upon completion of the Visual and Performing Arts Major, students will:

- 1. Demonstrate familiarity with the history and heritage of Western traditions in the visual and/or performing arts;
- 2. Acquire a competency with the tools and techniques associated with the visual and performing arts;
- 3. Demonstrate the skills to produce creative works at a professional level; and
- 4. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

**Required Courses: 10 Credits**

Choose a total of **three** courses; one course from each approved academic area.

- Art (choose one): 4
  - ART 146 2-D Design
  - ART 147 3-D Design
- Communication & Theatre Arts (choose one): 3
  - COM 125 Introduction to Theatre
  - COM 155 Introduction to Film and Television
- Music (choose one): 3
  - MUS 110 Music Fundamentals
  - MUS 256 Introduction to Music Literature

**Major in Visual and Performing Arts with a concentration in Studio Art (49.5 credits)**

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the Concentration in Studio Art must complete the following required courses:

		15.5 Credits
ART 146 or ART 147	2- D Design or 3-D Design	4
ART 120	Art History I	1.5
ART 121	Art History II	1.5
ART 223	Drawing I	4
ART 361	Seminar in Modern Art	1.5
ART 456	Art Portfolio	1.5
ART 457	Senior Show	1.5

The remainder of the concentration in Studio Art coursework (24 credits) is negotiated individually and generally focused on upper and advanced levels of studio work. Students focus on a particular area of emphasis in studio art: computer art, drawing, ceramics, painting, and sculpture. At least one-half of the total studio art concentration should be at the 300-400 level. Students are actively encouraged to complete an art internship during the junior or senior year.

**Major in Visual and Performing Arts with a concentration in Art Therapy 68 Credits**

This pre-professional program of study in art therapy is a Visual and Performing Arts major that combines art studio, art history, psychology, and math courses. This

area prepares students in the media and concepts needed for entry into Masters level graduate programs in Art Therapy.

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the concentration in Art Therapy must complete the following required courses:

		<b>58 Credits</b>
ART 146 or ART147	2-D Design or 3-D Design	4
ART 120	Art History I	1.5
ART 121	Art History II	1.5
ART 223	Drawing I	4
ART 226	Painting I	4
ART 225	Sculpture I	4
ART 228	Ceramics I	4
ART 3XX	Advanced studio course (Level II)	4
ART 4XX	Advanced studio course (Level III)	4
ART 456	Art Portfolio	1.5
ART 457	Art Show	1.5
PSY 101	Introduction to Psychology	3
PSY 245	Behavior Pathology and Therapy	3
PSY 220	Child and Adolescent Development	3
PSY 337	Personality Theory and Research	3
PSY 202	Research Methods	4
MAT 205	Statistics I	4
ART 495	Fieldwork/Internship	a minimum of 4

### **Minor in Studio Art (26 credits)**

A minor in art consists of eight courses, three of which are 300-400 level courses. It is required that ART 146, ART 147, ART 120, ART 121, and ART 361 be included in the minor as well as three upper level courses in a chosen area of emphasis in studio art.

### **Major in Visual and Performing Arts with a concentration in Communication & Theatre Arts (42 Credits)**

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the concentration in Communication & Theatre Arts must complete the following required and elective courses:

**32 Credits**

#### **Required:**

COM 113	Public Speaking	2
COM 245	Acting I	3
COM 251	Intro to Video	3
COM 354/454	Practicum (Theatre or Film)	3

#### **Electives:**

- **At least one of the following:** 3
 

COM 125	Intro to Theatre
COM 135	Intro to Theatre and Film
COM 155	Intro to Film and Television
- **At least one of the following:** 3
 

COM 225	Tech Theatre
COM 2XX	Intro to Screenwriting
- **At least one of the following:** 3
 

COM 320	Writing for the Screen
COM 310	Playwriting

- **At least one of the following:** 3
  - COM 351 Advanced Video Production
  - COM 355 Directing

The major requires at least 9 additional credits from Communication and Theatre Arts and/or supporting academic disciplines, at least 5 of those at the 300/400 levels, chosen in consultation with the student's advisor. 9

### **Minor in Communication and Theatre Arts 21 Credits**

This minor is completed through a combination of required and elective courses. Those wishing to complete the minor with a concentration in either Theatre or Film may develop a specialized program of study with their faculty advisors.

#### **Required:**

COM 245	Acting I	3
COM 251	Intro to Video	3

#### **Electives:**

- **At least one of the following:** 3
  - COM 125 Intro to Theatre 3
  - COM 135 Intro to Theatre and Film 3
  - COM 155 Intro to Film and Television 3

The minor requires at least 15 additional credits from Communication and Theatre Arts and/or supporting academic disciplines, 9 of them at the 300/400 levels, chosen in consultation with the student's advisor. 15

### **Minor in Film Studies (21 credits)**

A minor in Film Studies consists of a minimum of 21 credits, at least 9 credits of which are at the 300-400 level. At least one of the Topics in Film courses must be included along with COM 259 Cinema Classics. Additional courses are chosen in consultation with the student's academic advisor.

### **Minor in Music (21 credits)**

The minor in Music is offered with concentration in Piano, Voice, or Bagpipe. Prior to being accepted as a Music minor, the student must demonstrate to a faculty committee performance proficiency on their chosen instrument. Requirements for a minor in Music are 21 credit hours as outlined below. A piano proficiency test is also required. Music minors without piano training must enroll in and pass MUS 115 Piano for Beginners with a grade of C or higher. Students with insufficient theoretical knowledge to pass MUS 212 Basic Musicianship I must enroll in MUS 110 Music Fundamentals and pass with a grade of C or higher. Neither MUS 110 nor MUS 115 may be counted toward the 21 hours required for the minor.

#### **Required Courses:**

MLE 103/109	Ensemble	5
MLE XXX	Private Lessons	4
MUS 212	Basic Musicianship I	3
MUS 212 L	Aural Skills and Sight-Singing Lab	1
MUS 213	Basic Musicianship II	3
MUS 213 L	Aural Skills and Sight-Singing Lab	1
MUS 365	Selected Topics in Western Art Music (or equivalent as approved by the music faculty)	3
MUS 447	Portfolio	1

# Department of Natural & Life Sciences

**Chairperson:** Michael Morton

## **Biology**

Major in Biology (B.A. and B.S.)

Major in Biology with a Specialized Program of Study

In Equine Science (B.A. and B.S.)

Minor in Biology

## **Chemistry**

Minor in Chemistry

## **Forensic Science**

Major in Forensic Science with a concentration in Chemistry (B.A.)

Major in Forensic Science with a concentration in Psychology (B.A.)

## **Mathematical Sciences**

Minor in Mathematical Sciences

## **Psychology**

Major in Psychology (B.A.)

Minor in Psychology

The Department of Natural and Life Sciences comprises the disciplines of biology, chemistry, forensic science, mathematical sciences, psychology, computer science, and physics, as well as the Pre-Medical Program, Pre-Veterinary Program, and the 3-2 Engineering Program.

## **Mission**

The Department of Natural and Life Sciences, consistent with the mission of the College, offers a series of dynamic programs that emphasize hands-on experiences, applications, case studies and real-world problem solving skills, all in the context of an ever-changing and interdependent world. The department provides opportunities for all students to enhance their understanding of the natural and life sciences by providing a student-centered environment focused on teaching the core scientific principles associated with a student's chosen scientific discipline.

## **Biology**

Our mission is to graduate majors who combine a breadth of knowledge in all fields of biology and a specialization of their interest. To meet this goal, we teach our majors a core curriculum in biology that covers the diversity of life and the fundamentals that maintain it. In these central courses, our majors also learn about levels of biological organization from biomolecules and cells through organisms and populations. Upon graduation, we expect our majors to be prepared to start a career, enter a professional program or pursue a postgraduate degree.

## **Learning Outcomes: Biology**

At the time of graduation, our biology majors are expected to:

1. Demonstrate proficiency in biological science commensurate with national undergraduate standards
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field; analyzing data; and formulating hypotheses and drawing conclusions.

4. Demonstrate the ability to solve problems and think critically about scientific topics.
5. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

## **Honors in Biology**

A biology major may a B.A. or B.S. degree in Biology with the designation “Honors in Biology” if he/she:

1. Makes application for this designation [Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student’s senior year].
2. Has the project [see below] approved by the Biology faculty.
3. Receives certification from the Dean of the College and
4. Completes the following requirements:
  - a) Maintains a 3.3 GPA in courses required for the major and a 3.0 cumulative GPA.
  - b) Takes a minimum of 8 credits and not more than 12 credits in independent study (designated as Bio 497 or 499), during at least two regular semesters and earning a GPA of 3.3 or better in each independent of study.
  - c) Completes an Honors Research Thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the empirical results of the independent research project, and discusses the relevant conclusions in the context of the body of preciously published research relating to the topic.
  - d) Presents a seminar on the research of at least 30 minutes duration to all interested members of the college community
  - e) Defends the Honors Research Thesis in a comprehensive oral examination before all members of the biology department.

## **Independent Study Opportunities in Biology**

Besides the courses described later in this document, the biology faculty offers various opportunities for individualized, independent activities for biology majors. These include Special Studies in Biology, Teaching Practicum in Biology, Guided Independent Study, and Honors Research (see the section above).

1. Special Studies (BIOX90, 1-4 credits each) are courses not regularly taught but which are offered when that unique combination of faculty and student interests suggests that an important learning experience may occur. Since these studies are usually offered above the normal faculty teaching load, class sizes will be small and students will assume greater responsibility for the preparation and conduct of the course. The biology faculty is prepared to teach a wide variety of special studies such as plant and fungal taxonomy, evolution, orchid biology, molecular studies, bioremediation, animal behavior, sensory biology, or aquatic biology.
2. The Teaching Practicum in Biology (BIO X98, 1-4 credits) allows students, especially those preparing to be biology teachers, to gain experience by performing and serving as a teaching assistant in certain biology courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, VAT, DAT and MCAT, to enhance their preparation for the biology portions of those tests by working in the tutor/ mentor role in introductory biology courses.



3. The Guided Independent Study (BIO X99, 1-4 credits) is for students interested in research. The student should approach a member of the biology faculty whose research interests match his/her own and inquire about research possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project. After approval by the biology faculty and the division chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired hands on experience with experimental design, data collection and analysis. With motivation, perseverance (and a little luck), he/she may also have an opportunity to present research at a state or national meeting or add a publication to her/his resume. A guided independent study during the junior year is an excellent way to explore the possibility of honors research (described above) and graduation with honors in the major.
4. With the above opportunities plus regular seminars presented by outside speakers and club activities provided by Tri Beta (the honor society for undergraduate biology students), the St. Andrews Biology Major has an excellent opportunity to carry her/his education beyond the level of conventional classroom activity to whatever level his/her personal skill and motivation allow.

## Major in Biology

## 48-66 Credits

The B.S. degree in Biology allows students (with the properly selected elective courses) to meet admissions requirements for medical school, veterinary school or graduate school in the biological sciences or to enter the work force directly.

The B.A. degree in Biology allows students to prepare for careers, professional schools and graduate schools which do not require the supporting science requirements of the B.S. degree such as biology teaching, master's and second bachelor's programs in physical therapy, and master's programs in wildlife management or environmental management. Since the B.A. degree requires fewer total credits, it provides an excellent opportunity for the student interested in interdisciplinary career to pursue a second major or a minor (such as English, history, politics, art, or business).

## B.S. Major in Biology

## 60-64 Credits

### Required Courses:

### 31 Credits

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
CHE 220	Introductory Organic Chemistry I	3
CHE 220L	Introductory Organic Chemistry I Lab	2
CHE 350	Introductory Organic Chemistry II	3
CHE 350L	Introductory Organic Chemistry II Lab	2

**29-33 Credits**

- [Students interested in entering medical school after graduation should be mindful that different schools require different Physics and Math courses.]

## 48-49 Credits

**29 Credits**

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
MAT 205	Statistics I	4

**24 Credits**

- One of the following human/animal courses: 4
  - BIO 221 Human Anatomy and Physiology I
  - BIO 222 Human Anatomy and Physiology II
  - BIO 353 Zoology
  - BIO 354 Mammalian Physiology
  - BIO 355 Animal Behavior
- One of the following plant courses: 4
  - BIO 340 Plant Diversity
  - BIO 349 Botany

- One of the following microbiology/molecular/cell courses: 3-5
  - BIO 348 Molecular Techniques
  - BIO 365 Microbiology
  - BIO 453 Cell Biology
  - BIO 460 Molecular Biology
- One additional upper level elective courses from the lists above 4
- One additional elective from the MAT, CIS, or PSY offerings 3
  - must be selected -- excluding CIS III and MAT courses lower than MAT 106.

## **B. S. Major in Biology:**

### **Specialization in Equine Science**

**68-72 Credits**

#### **Required Courses:**

**41 Credits**

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
CHE 220	Introductory Organic Chemistry I	3
CHE 220L	Introductory Organic Chemistry I Lab	2
CHE 350	Introductory Organic Chemistry II	3
CHE 350L	Introductory Organic Chemistry II Lab	2
EQ 241	Horse Science I	3
EQ 422	Horse Science II	3

#### **Additional Requirements:**

**27-31 Credits**

- One of the following human/animal courses: 4
  - BIO 353 Zoology
  - BIO 354 Mammalian Physiology
  - BIO 355 Animal Behavior
- One of the following plant courses: 4
  - BIO 340 Plant Diversity
  - BIO 349 Botany
- One of the following microbiology/molecular/cell courses: 3-5
  - BIO 348 Molecular Techniques
  - BIO 365 Microbiology
  - BIO 453 Cell Biology
  - BIO 460 Molecular Biology
- Two Equine Science courses: 6
  - EQ 3XX\* Nutrition
  - EQ 415 Current Therapies in Equine Internal Medicine
  - EQ 416 Introduction to Equine Clinical Pharmacology
  - EQ 417 Equine Orthopedic Lameness
  - \* This course can be met with an online Animal Nutrition course.
- One of the following mathematics courses 4
  - MAT 205 Statistics I
  - MAT 221 Calculus I

- Choose one of the course sets below 6-8
    - i)      PHY 201/211      Physics I or General Physics I
    - PHY 202/212      Physics II or General Physics II
    - ii)     CIS 225            Databases
- And take either, CIS 127: Introduction to Programming,  
or, CIS 224: Introduction to Web Design.

[Students interested in entering medical school after graduation should be mindful that different schools require different Physics and Math courses.]

## **Major in Biology:**

### **Specialization in Equine Science, B.A.**

**52-54 Credits**

#### **Required Courses:**

**35 Credits**

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
MAT 205	Statistics I	4
EQ 241	Horse Science I	3
EQ 422	Horse Science II	3

#### **Additional Requirements:**

**17-19 Credits**

- One of the following human/animal courses: 4
  - BIO 353            Zoology
  - BIO 354            Mammalian Physiology
  - BIO 355            Animal Behavior
- One of the following plant courses: 4
  - BIO 340            Plant Diversity
  - BIO 349            Botany
- One of the following microbiology/molecular/cell courses: 3-5
  - BIO 348            Molecular Techniques
  - BIO 365            Microbiology
  - BIO 453            Cell Biology
  - BIO 460            Molecular Biology
- Two Equine Science courses: 3
  - EQ 3XX\*            Nutrition
  - EQ 415            Current Therapies in Equine Internal Medicine
  - EQ 416            Introduction to Equine Clinical Pharmacology
  - EQ 417            Equine Orthopedic Lameness

\* This course can be met with an online Animal Nutrition course.
- One additional elective from the MAT, CIS, PSY, TH or EQ 3  
Offerings -- excluding CIS 111 and MAT courses lower than MAT 106.

## Minor in Biology

**18 Credits**

A minor in biology requires completion of BIO 201 and BIO 204, and four additional biology courses, three of which must be at the 300 level or above.

## Chemistry

The Chemistry program, consistent with the mission of the College, offers a rigorous program in both the classroom and the laboratory providing for the curricular needs of the students. The program emphasizes hands-on instrumentation experiences and undergraduate research, enabling participants to successfully prepare for careers as scientists, educators or to enter directly into graduate programs in higher pre-professional learning as well as veterinary or health related studies.

### Learning Outcomes: Chemistry

1. Chemistry minors will be able to demonstrate a firm foundation in chemical principles as well as deeper understanding in each of the chemistry subdisciplines: analytical, organic, inorganic and physical.
2. Minors will demonstrate the ability to use modern instruments and classical techniques to conduct and design experiments.
3. Minors will demonstrate the ability to search and use the chemical literature in both printed and electronic forms.
4. Minors will employ the ability to clearly present chemical data and appropriately interpret scientific results in variety of formats.

### Minor in Chemistry

**25-26 credits**

CHE 210	Essential Concepts of Chemistry (General Chemistry I)	3
CHE 210L	General Chemistry Laboratory	1
CHE 215	Introduction to Structural Inorganic Chemistry (General Chemistry II)	3
CHE 215L	Introduction to Structural Inorganic Chemistry Laboratory	1
CHE 220	Introductory Organic Chemistry	3
CHE 220L	Introductory Organic Chemistry Laboratory	2
CHE 350	Organic Chemistry II	3
CHE 350L	Organic Chemistry II Laboratory	2
CHE 315	Analytical Chemistry	4
Plus one additional approved chemistry elective at a 300-400 level		3-4

### Independent Study Opportunities in Chemistry

Besides the course described later in this document, the chemistry faculty offers various opportunities for individualized, independent activities for chemistry minors. These include Special Studies in Chemistry, Teaching Practicum in Chemistry, and Guided Independent Study.

1. Special Studies (CHE X90, 1-4 credits each) are courses not regularly taught but which are offered when the unique combination of faculty and student interests suggests that an important learning experience may occur. Examples of such topics are Advances Environmental Monitoring and Interpretation of Spectral Analysis.
2. The Teaching practicum in Chemistry (CHE X98, 1-4 credits) allows students, especially those preparing to be teachers, to gain experience by performing and serving as teaching assistants in certain chemistry courses. The practicum is also an



excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, DAT, and MCAT, to enhance their preparation for the chemistry portions of those tests by working in the tutor / mentor role general and organic chemistry.

3. The Guided Independent Study (CHE X99, 1-4 credits) is for students interested in research and exploring a specialized topic outside the scope of the normal curriculum. The student should approach a member of the chemistry faculty whose research interests or area of specialty match his/hers own interests and inquire about possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project or appropriate parameters to allow the exploration of a topic. After approval by the chemistry faculty and the department chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired such skills as hands on experience with experimental design, data collection and analysis and literature searches.

## Forensic Science

In keeping with the mission of the College and the importance it places on connections, the Forensic Science program emphasizes content and technology drawn from the physical, mathematical, and social sciences. The program seeks to prepare students for a broad array of careers in crime laboratories, law enforcement, field collection, and evidence examination. Students gain knowledge of the principles and techniques used in identifying, collecting, and analyzing certain types of crime scene evidence, then they apply their skills to preparing the case for further disposition. Students may choose an area of emphasis in chemistry or psychology.

### Learning Outcomes: Forensic Science

1. Majors will have a firm foundation in scientific principles.
2. Students will make effective use of scientific equipment and technology.
3. Majors will be able to accurately identify sources of trace evidence and suggest appropriate analytical techniques.
4. Students will be able to effectively communicate scientific information in oral and written form.
5. Students will understand the importance of ethical conduct in analysis and interpretation of evidence and other information related to criminal investigation.

## Internships in Forensic Science

An internship in a law enforcement agency or crime laboratory is strongly encouraged. These experiences help clarify career or educational goals and give the student valuable practical experience. Prospective interns must meet College-wide requirements and be approved by the appropriate Department Chair.

### B. A. Major in Forensic Science

**54-61 Credits**

#### Required Courses:

**30 Credits**

BIO 201 Concepts in Biology	4
CHE 210 Essential Concepts of Chemistry	3
CHE 210L Essential Concepts of Chemistry Lab	1
FOR 201 Introduction to Forensic Science	4
FOR 401 Crime Scene Investigation/Evidence Collection	4

FOR 402	Microanalysis of Trace Evidence	4
MAT 205	Statistics	4
POL 231	Introduction to Law	3
PSY 101	Introduction to Psychology	3
<b>Additional Requirements:</b>		<b>6 Credits</b>
• Chose one of the following Courses:		2
CHE 455	Senior Seminar	
PSY 350	Senior Seminar	
SAGE 281	Senior Seminar	
• Chose one of the following Courses:		4
PHY 201	College Physics I	
PHY 211	General Physics I	
<b>Required Courses for the concentration in Chemistry</b>		<b>18 Credits</b>
CHE 215	Intro to Structural Inorganic Chemistry	2
CHE 215L	Intro to Structural Inorganic Chemistry Lab	2
CHE 220	Introductory Organic Chemistry I	1.5
CHE 220L	Intro to Organic Chemistry I Lab	1.5
CHE 350	Introductory Organic Chemistry II	1.5
CHE 350L	Introduction to Organic Chemistry II Lab	1.5
CHE 315	Analytical Chemistry	2
CHE 315L	Analytical Chemistry Lab	2
CHE 365	Biochemistry I: Biomolecules	3
CHE 365L	Biomolecules Laboratory	1
<b>Required Courses for the concentration in Psychology</b>		<b>25 Credits</b>
PSY 202	Research Methods	4
PSY 232	Biopsychology	3
PSY 245	Behavior Pathology	3
PSY 260	Psychology in Legal Contexts	3
PSY 325	Drugs and Behavior	3
PSY 331	Social Psychology	3
PSY 337	Personality Theory	3
PSY 433	Cognitive Neuroscience	3

## Mathematical Sciences Program

The mission of the Mathematical Sciences Program is to enable students to develop critical thinking skills and become effective problem solvers while mastering a broad spectrum of knowledge from the mathematical sciences. The general student should have the mathematical literacy required for his/her area of study and to function competently in a modern technological society.

The minors' studies focus on the mathematical sciences as both an object of study and a tool for application. Upon completion, students with a minor in mathematics should be prepared for a broad spectrum of professional opportunities, both in careers and in graduate and professional schools.

## Learning Outcomes: Mathematical Sciences

Upon completion of a minor in the mathematical sciences:

1. Students will demonstrate understanding of the mathematics that forms the core of the undergraduate curriculum, such as: calculus I and II, multivariable calculus, linear algebra, and differential equations.
2. Students will be able to apply mathematical principles to solve real-world problems.

3. Students will be able to read mathematics and communicate mathematical ideas and information effectively in oral and written reports.

Upon completion of courses in the mathematical sciences used to fulfill General Education requirements:

1. Students will demonstrate critical thinking skills by being able to use fundamental mathematical principles to solve real-world problems effectively in written format.
2. Students will demonstrate an understanding of, and an appreciation for, the limitations of quantitative analysis.

**Minor in Mathematics**

**23-24 Credits**

A minor in mathematics consists of MAT 221 and 222, three mathematics courses at the 300-400 level, and one additional course in mathematics or computer and information science.

Required Courses:		20 Credits
MAT 221	Calculus I	4
MAT 222	Calculus II	4
MAT 310	Multivariable Calculus	4
MAT 312	Linear Algebra	4
MAT 340	Ordinary Differential Equations	4

Additional Requirements:	3-4 Credits
• One elective course in MAT or CIS	3-4

**Psychology**

In keeping with the mission of the College, the Psychology program seeks to provide all students a deeper understanding of the factors that contribute to human behavior and attitudes, and to assist in the development of interpersonal communication skills that contribute to the students' ability to become active and responsible members of their communities. The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience and analytical skills learned in their program. The Psychology program provides majors both a breadth of knowledge in a wide range of fields within the discipline of psychology and depth of knowledge in a specific area.

**Learning Outcomes: Psychology**

1. Students will be able to describe the theory, methodology, and research findings of key areas of psychology.
2. Students will examine critically and evaluate the literature of psychology and communicate effectively in written and oral reports.
3. Students will be able to effectively analyze and synthesize information from diverse areas.
4. Students will demonstrate an awareness of ethical concerns and dilemmas in psychological research with both animal and human subjects.

**Honors in Psychology**

A student majoring in Psychology may, upon recommendation by the department faculty and certification by the Dean of the College, receive the designation “Honors in Psychology” after successful completion of the following:

- 1. A cumulative GPA of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Psychology;
- 2. A minimum of 6 credits of honors course work in Psychology;
- 3. An honors thesis or project on a topic approved by the program faculty; and,
- 4. A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes a faculty member from the discipline, one faculty member from outside the discipline, and one additional examiner.

**Internships in Psychology**

The clarification of educational and personal goals and values is a major objective for psychology internship students. An internship can enhance learning in the academic world and provide an opportunity to apply and test knowledge of psychology in a practical professional world setting. Internships are open to juniors and seniors with a 2.5 GPA or better and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies across the country. Internships in the Psychology program consist of an academic component as well as site work and should be arranged in consultation with a Psychology faculty member.

**Major in Psychology, B. A.**

**47-49 Credits**

The plan of study for a Psychology major is constructed in consultation with an advisor selected from the Psychology faculty. The major is designed to prepare students to enter graduate school in Psychology or related fields (e.g. social work, business administration), to enter professional training programs (e.g. medical school, law school), or to obtain employment in a wide variety of fields following graduation. Psychology majors obtain breadth by taking the introductory survey course and several core courses. Majors acquire depth by selecting appropriate electives and pursuing research and internship opportunities in consultation with faculty advisors. Credit towards the major should be distributed as follows:

**Required Courses:**

**25 Credits**

BIO 221	Human Anatomy and Physiology I	4
MAT 205	Statistics	4
PSY 101	Introduction to Psychology	3
PSY 150	Departmental Seminar*	2
PSY 202	Research Methods in Psychology	4
PSY 232	Biopsychology	3
PSY 350	Departmental Seminar*	2
PSY 445	History and Systems (Senior Seminar)	3

\* The Departmental Seminar must be taken once in the freshman or sophomore year and once in the junior year.

**Additional Requirements:**

**22-24 Credits**

- Choose one from the following two courses: 3
  - PSY 220 Child and Adolescent Development
  - PSY 230 Adulthood and Aging
- Choose two from the following four courses: 6
  - PSY 231 Personality in Social Context

	PSY 243	Sensation, Perception, Cognition, and Action	
	PSY 244	Abnormal Psychology	
	PSY 260	Psychology in Legal Contexts	
•	Two upper level courses from the following:		6
	PSY 415	Counseling II	
	PSY 433	Cognitive Neuroscience	
	PSY 434	Perception	
	PSY 438	Applied Psychology	
	PSY 440	Psychology of Persuasion & Influence	
	PSY 490	Special Studies in Psychology	
•	Minimum of one credit in the following:		1-3
	PSY 395/495	Internship in Psychology	
	PSY 398/498	Research or Teaching Practicum	
	PSY 399/499	Guided Independent Study in-Psychology	
•	Additional credits from upper level (300-400) courses**		6
**RST 307 or RST 308 may be counted as a major elective.			

### Contract Major in Psychology (B.A.)

**48-51 Credits**

For students whose needs are different from the standard major in Psychology, a contract major may be arranged in consultation with the Psychology faculty. A contract major differs from the standard Psychology major in that it combines courses from psychology with courses from related disciplines to build a major that integrates an interdisciplinary theme. Some examples of contract majors include behavioral neuroscience, psychology and business, psychology with pre-law emphasis, psychology and religion, psychology and philosophy, psychology and communications, psychology and art, quantitative psychology, psychology and music, and others as appropriate to the interests and goals of individual students.

#### Required Courses: **18 Credits**

MAT 205	Statistics	4
PSY 101	Introduction to Psychology	3
PSY 150	Departmental Seminar*	2
PSY 202	Research Methods in Psychology	4
PSY 350	Departmental Seminar*	2
PSY 445	History and Systems (Senior Seminar)	3

\* The Departmental Seminar must be taken once in the freshman or sophomore year and once in the junior year.

#### Additional Requirements: **30-33 Credits**

•	Two courses from the following:		6
	PSY 220	Child and Adolescent Development	
	PSY 232	Biopsychology	
	PSY 244	Abnormal Psychology	
	PSY 260	Psychology in Legal Contexts	
•	Two courses from the following:		6
	PSY 314	Counseling Psychology	
	PSY 433	Cognitive Neuroscience	
	PSY 434	Perception	
	PSY 438	Applied Psychology	
	PSY 440	Psychology of Persuasion & Influence	
	PSY 490	Special Studies in Psychology	
	PSY 495	Internship in Psychology	



- Additional credits from upper level (300-400) PSY courses\*\* 6  
\*\*RST 307 or RST 308 may be counted as a major elective.
- Supporting course credits which contribute to the 12-15  
theme of the contract, with at least 3 of the required  
12-15 credits at the 300-400 level

## Minor in Psychology

**26 Credits**

A minor in Psychology consists of a minimum of twenty-six (26) credits, including PSY 101, MAT 205, PSY 202, two (2) of the following survey courses (PSY 220, 232, 244), and nine (9) upper level credits.

### Required Courses:

**11 Credits**

MAT 205	Statistics	4
PSY 101	Introduction to Psychology	3
PSY 202	Research Methods in Psychology	4

### Additional Requirements:

**15 Credits**

- Two courses from the following: 6  
PSY 220 Child and Adolescent Development  
PSY 232 Biopsychology  
PSY 244 Abnormal Psychology
- Additional credits from upper level (300-400) PSY courses 9

## Curriculum

All departments will occasionally offer courses taught by their appropriate professors using the X90, X95, X98 and X99 series: per example: Biology 295 Internship in Biology. Courses numbered 0XX do not count toward meeting graduation requirements.

## Special Studies, Practica, Internships & Guided Independent Studies

### 190, 290, 390, 490 Special Studies (1-4 credits)

These are courses which are not regularly taught but which are offered when a unique combination of faculty and student interests suggests that an important learning experience may occur. Class size is small, therefore students must assume greater responsibility for preparation for and conduct of the course. Credit and prerequisites as announced.

### 195, 295, 395, 495 Internships (1-4 credits)

A work experience with some external agency supervised by a professional in the career area. Prerequisites: permission of the site supervisor, faculty sponsor, and college internship coordinator; and minimum overall G.P.A. of 2.5.

### 497 Departmental Honors

Unless otherwise specified by a particular department, students wishing to graduate with the designation "honors in (the major)" must successfully complete no fewer than 6 and no more than 12 credits of 497 Independent Study covering work in at least two regular terms and culminating in the presentation and defense of an

honors thesis or project. (For further information, see the section of the catalogue entitled Academic Honors and Departmental Honors.)

### **198, 298, 398, 498 Research/Teaching Practicum (1-4 credits)**

As a research practicum, this course provides an outlet for a student-directed special project. As a teaching practicum, this course provides the student with experience as a teaching assistant. Credits and prerequisites as determined by the faculty member.

### **199, 299, 399, 499 Guided Independent Studies (1-4 credits)**

These courses enable students to perform undergraduate research for credit; thus the student interested in a GIS should contact the faculty member to inquire about research possibilities, many of which may result in presentations or publications. Credit and prerequisites as determined by faculty member. Courses numbered at the 300- and 400-levels are restricted to juniors and seniors except by permission of the instructor.

## **Anthropology Courses**

### **ANT 205 Archaeology (3 credits)**

An introduction to archaeological theory and methods and how these have advanced our understanding of past world cultures. North Carolina prehistory is emphasized through field trips and participation in archaeological research.

### **ANT 209 Introduction to Cultural and Social Anthropology (3 credits)**

This course introduces beginning students to social and cultural anthropology and to some of its major concepts, methods and findings. Included are anthropological perspectives on the human experience and anthropological approaches to research and analysis of human groups, including economics, technology, politics, ideology, art, language, as well as their interrelationships.

### **ANT 306 Ethnology (3 credits)**

This course begins with a brief survey of topics and approaches of cultural anthropologists: their questions, their methods, and their cross-cultural comparisons. It focuses on culture, traditions, and the pervasive processes of change which are applicable to the study of all societies. Topics include environment and ecology, the regulation of membership, symbolic messages and rituals, cultural transmission, and control of behavior. The course focuses on questions rather than answers, for students should find things out for themselves in an active way rather than passively through absorbing abstract knowledge. The latter part of the course involves students in identifying and researching a topic of interest in the St. Andrews or Laurinburg communities.

### **ANT 309 Contemporary Social Problems (3 credits)**

A study of the explanations for social change and the ways divergent values create social problems in complex societies. The major areas of tension within which contemporary problems arise are considered. Examples include: the problems of cities, population and environmental problems, wealth and power in the corporate state, the family, health care, aging, and race and ethnic relations. This course is for

students in the social sciences who desire a practical emphasis to their disciplinary training.

## **Art Courses**

### **ART 120 Art History I: Prehistory to Medieval (1.5 credits)**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing pre-historical and historical contexts. Periods studied include the Paleolithic through the Medieval Period. Open to freshmen and non-majors. ART 120 is required of majors.

### **ART 121 Art History II: Renaissance to Impressionism (1.5 credits)**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing historical contexts. Periods studied in this course include the Renaissance through Impressionism. Open to freshmen and non-majors. ART 121 is required of majors.

### **ART 146 2-D Design (4 credits)**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the two-dimensional arts (drawing, painting, and computer art). A combined lecture and studio format introduces the student to general design concepts through specific projects in a variety of media. With ART 223, this course serves as a foundation for further and more advanced work in the visual arts. Open to freshmen and non-majors. ART 146 is required of majors.

### **ART 147 3-D Design (4 credits)**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the three-dimensional arts. A combined lecture and studio format introduces the student to general design concepts. Students will explore a wide variety of three-dimensional media through specific problems and projects. This course serves as a foundation for further and more advanced work in the three-dimensional arts. Open to freshmen and non-majors. ART 147 is required of majors.

### **ART 223/323/423 Drawing I, II, III (4 credits each)**

Students will develop drawing skills at introductory, intermediate and advanced levels. The controlled use of line, form and value, texture and composition are emphasized using a variety of wet and dry media. ART 223 is required of majors. More advanced work is available in ART 444.

### **ART 225/325/425 Sculpture I, II, III (4 credits each)**

Students will develop sculpture making skills at the introductory, intermediate and advanced levels. Emphasis will be placed on three-dimensional modeling, assemblage, carving and casting techniques in a variety of media. Prerequisite: ART 147 or permission of instructor. More advanced work is available in ART 444.

### **ART 226/326/426 Painting I, II, III (4 credits each)**

Students will gain painting skills at the introductory, intermediate and advanced levels. Emphasis will be placed on the techniques and materials of painting. This

course is taught in oils and acrylics in alternating years. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work is available in ART 444.

#### **ART 227/327/427 Computer Art I, II, III (4 credits each)**

Students will develop electronic imaging skills at the introductory, intermediate and advanced levels. PC-based and Macintosh hardware are used with image manipulation, 3-D modeling and animation software to produce visual imagery for fine and time based art purposes. No programming is involved. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work available in 444.

#### **ART 228/328/428 Ceramics I, II, III (4 credits each)**

Students will learn methods and techniques used in the creation of ceramic art at the introductory, intermediate, and advanced levels. Emphasis will be placed on developing, manipulation, modeling and construction skills. Prerequisite: ART 147 or permission of instructor. More advanced work available in ART 444.

#### **ART 361 Seminar in Modern Art (1.5 credits)**

Students will gain understanding of the modern and post-modern era through an investigation of the art of the 20th century. The study of art criticism will be integral to the topical analysis of art created during this period. Prerequisite: ART 120, 121 or permission of instructor. ART 361 is required of majors.

#### **ART 444 Advanced Studies in Art (4 credits each)**

Students will build body of advanced work in one of the chosen media: Drawing, Painting, Sculpture, Computer Art, or Ceramics. This course may be taken multiple times. Prerequisites: levels I, II, and III of the medium chosen and the instructor's approval.

#### **ART 456 Art Portfolio (1.5 credits)**

The student will prepare a résumé and slide portfolio of his or her artwork. Workshops, lectures and demonstrations will enable students to compile materials for job applications and/or graduate school. ART 456 is required of majors.

#### **ART 457 Senior Show (1.5 credits)**

This course is required of all senior art majors. The student will create a senior art exhibit. Emphasis will be placed on the content and quality of works shown, professional gallery/visual presentation and a final oral presentation. ART 457 is required of majors.

## **Asian Studies Courses**

#### **AS 101 Introduction to Asia (3 credits)**

The civilizations of India, China, and Japan are presented in historical perspective. Korea, selected cultures of Southeast Asia, and the Islamic world are also included. The course is not designed as an attempt at a comprehensive survey, but rather as a series of more intensive investigations into a selected number of interrelated themes, ideas, and developments in Asia. The first term will be devoted to the traditional period and will include studies of artistic, religious, literary, philosophical, and political achievements and challenges.

### **AS 102 Introduction to Asia (3 credits)**

The second term will examine the modern period, from Western contacts to the present, emphasizing the same interdisciplinary perspectives. Original texts, guest speakers, and multimedia materials will be utilized whenever possible.

## **Biology Courses**

### **BIO 101 Introductory Topics in Biology (4 credits)**

This course explores basic principles of biology that relate scientific literacy to the non-scientist. (Three hours of laboratory and three hours of lecture per week.) Fall, Spring.

### **BIO 201 Concepts in Biology I (4 credits)**

A concept-oriented course in biology that introduces students to rudimentary principles of biological building blocks and macromolecules, cellular organization and reproduction, evolution, Mendelian Genetics. (Three hours of laboratory and three hours of lecture per week.) Fall. This course satisfies the Natural Sciences breadth, but is intended for science majors.

### **BIO 204 Concepts in Biology II (4 credits)**

Second semester course in introductory biology, with emphasis on the evolution and ecology of different groups of organisms. (Three hours of lecture and 3 hours of laboratory per week) Spring.

### **BIO 221 Human Anatomy and Physiology I (4 credit hours)**

This course is an introduction to the structure and function of the major organ systems of the human body. The first semester course will focus on the following systems: integument, skeletal, muscular, nervous, endocrine, and reproductive. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Fall.

### **BIO 222 Human Anatomy and Physiology II (4 credit hours)**

This is the second semester course exploring the structure and function of the major organ systems of the human body. This course will focus on the following systems: cardiovascular, lymphatic, respiratory, digestive, and renal. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Spring. Prerequisite: BIO 221.

### **BIO 291 Current Topics in Biology (3 credits)**

This course allows for an in-depth exploration of a current biological topic of interest. Examples of potential topics include the environment, biotechnology, or cancer. The class will consist of extensive study through the literature and the Internet. Regular discussion of at least one paper per week by students and professors is expected. (Three hours of lecture per week.) Prerequisites: BIO 201, 204 and at least sophomore standing.



**BIO 307 Ecology (4 credits)**

A survey of the basic concepts, principles and methods of ecology; the subdiscipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. Ecology is a math-intensive discipline; students will collect data, create and analyze graphs, and do word problems. (Three hours of laboratory and three hours of lecture per week.) Prerequisites: BIO 204, MAT 205 or 221 or permission of instructor. Spring.

**BIO 310 Genetics (3 credits)**

Genetics is the study of heredity, studied from different, yet integrated, perspectives. The first is a more historical approach (Mendelian Genetics), the second is the heredity of environmental dynamics over time (population genetics), and the last examine genetics at a more molecular level (molecular genetics). Additionally, the class offers opportunities to examine the effects that current genetic discoveries are having on individuals, society, and decision-making. (Three hours of lecture per week.) Prerequisite: BIO 204. Fall.

**BIO 340 Plant Diversity (4 credits)**

A systematic survey of the divisions of photosynthetic organisms with an emphasis on evolutionary history and relationships in terms of morphology, anatomy, ecology, and reproductive diversity. Major evolutionary trends will be addressed. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Fall, alternate years.

**BIO 348 Molecular Techniques (5 credits)**

This course offers a hands-on approach to techniques commonly employed within a research laboratory. Molecular techniques, through biotechnology, impact areas of life as diverse as agriculture, human health and medicine, and the environment. Emphasis will be on the applications and limitations of molecular techniques in the context of current and historical research. (Seven hours of lecture/laboratory per week.) Prerequisites: BIO 327, CHE 215 or 220. A lab fee is assessed with this course. Spring, alternate years.

**BIO 349 Botany (4 credits)**

This course is a thorough, one-semester introduction to the study of plant biology, presented in an evolutionary context and emphasizing the structural and functional diversity of Kingdom Plantae. Morphology, anatomy, physiology, photosynthesis, growth and development will be treated in detail. Structural and functional diversity of Kingdom Fungi as well as photosynthesizing protists will also be covered. (Three hours of lecture and three hours of lab per week.) Prerequisites: BIO 204. Spring.

**BIO 353 Zoology (4 credits)**

Zoology is a systematic study of animals with emphasis on evolution, ecology and comparative physiology. The laboratory is devoted to systematic, field, and experimental studies. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Spring, alternate years.

**BIO 354: Mammalian Physiology (4 credit hours)**

Physiology is the study of the how the body functions through the integrated activity of organ systems. This course will provide an in-depth examination of the major physiological systems, drawing on established principles in physics, chemistry, and

cellular biology. (Three hours of lecture and three hours of laboratory per week.)  
Prerequisite: BIO 204. Spring, alternate years.

### **BIO 355 Animal Behavior (4 credits)**

Animal behavior is a broad discipline of biology integrating mechanisms of behavior with the ecological and evolutionary consequences of behavior. The course will introduce principles of neurophysiology, endocrinology, and development, which control and influence the expression of behaviors. The ecological aspects of behaviors will be considered, especially those that influence reproduction and foraging such as communication, territoriality and migration. A major focus will be on the evolutionary implications of animal behaviors with a strong emphasis on the concepts of sociobiology. Laboratories will involve both experiments and field observations. (Three hours of laboratory and three hours of lecture per week.)  
Prerequisite BIO 204. Fall, alternate years.

### **BIO 365 Microbiology (4 credits)**

Microbiology is the study of unicellular microscopic organisms. In particular, this course considers the form, structure, reproduction, physiology, metabolism, and identification of microorganisms. This course also includes the study of microorganisms' distribution in nature, their effects on humans, and the physical and chemical changes they make in their environment. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Fall, alternate years.

### **BIO 380 Junior Seminar (1 credit)**

In this course, which is required of all Biology Majors, students will learn how to search for and apply to employment, graduate school, or professional schools in the biological sciences. (Open to students with junior standing). Fall.

### **BIO 452 Cell Biology (3 credits)**

Cell biology is an in-depth investigation of the structural components of cells and their functions, down to the molecular level. Although the major emphasis will be on structure-function relationships common to most cells, functions of certain specialized cells, such as neurons and endocrine cells, will also be discussed. (Three hours of lecture per week.) Prerequisites: BIO 204 and CHE 215 or CHE 220. A chemistry course at the 300-level or above is recommended. Spring, alternate years.

### **BIO 460 Molecular Biology (4 credits)**

From medicine to criminology, to engineering of plants and animals, humans are increasingly able to manipulate DNA and its expressed protein products. This course will cover the methods behind gene cloning, restriction digest and analysis, PCR, DNA synthesis, regulation of gene expression, methods of gene delivery, and introduce students to genomics and proteomics. (Three hours of laboratory and three hours of lecture.) Prerequisite: Chem 365 Biomolecules.

### **BIO 466 Senior Seminar (1 credit)**

The primary purpose of this course, which is required of all senior Biology Majors, is to serve as a capstone for the Biology program. In this course, students will critically analyze and present papers drawn from primary literature. Each student will be required to carry out extensive literature review of a selected research topic in biology and complete a written paper and oral presentation on his or her topic. (Open to students with senior standing.) Spring.

## **Business & Economics Courses**

### **ACCT 201 Principles of Accounting I (3 credits)**

An introduction to financial accounting with an emphasis on the basic accounting equation, transactions and financial statements. The course stresses an understanding of basic concepts and the use of accounting information to support economic decision-making. Prerequisite: Sophomore standing or permission of instructor.

### **ACCT 202 Principles of Accounting II (3 credits)**

An introductory study of managerial accounting with an emphasis on interpretation and application of accounting data inside specific organizations. The course stresses the use of financial and related information to make strategic, organizational and operational decisions. Prerequisite: ACCT 201.

### **ACCT 231 Federal Income Tax I (3 credits)**

This course will study the “nuts and bolts” of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today’s complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: ACCT 202 or permission of instructor.

### **ACCT 301 Intermediate Accounting I (3 credits)**

The course covers theoretical foundations, the accounting process, income determination, preparation of financial statements, and accounting for current assets. Emphasis is placed on theoretical arguments supporting current accounting practice and alternatives. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

### **ACCT 302 Intermediate Accounting II (3 credits)**

This course is a continuation of ACCT 301 covering the theory and practice of accounting for plant assets, liabilities, and owner’s equity. Prerequisite: ACCT 301 with a grade of “B” or better; or permission of instructor.

### **ACCT 331 Cost Accounting (3 credits)**

The course focuses on the application of cost analysis to manufacturing and distribution problems. It covers the recording of manufacturing costs for both the assembly and the continuous process types of industry, analysis of the behavior characteristics of business costs, and a study of principles involved in standard costs systems. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

### **ACCT 341 Auditing (3 credits)**

Professional and practical auditing theory is examined. The course covers review of internal control, audit procedures and development of audit programs for various types of business within the framework of auditors’ professional and ethical standards. Prerequisites: Successful completion of ACCT 301 with a grade of “B” or better, MAT 205; or permission of instructor.

**ACCT 351 Governmental & Not-For-Profit Accounting (3 credits)**

This course introduces to the business student the unique way in which federal, state, and local governments maintain their accounting systems. The course also studies the accounting methods used by churches, charities, and other not-for-profit organizations found in the United States today. Prerequisites: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

**BUS 100 Introduction to Business and Economics (3 credits)**

It is the purpose of this course to provide a framework within which to understand the dynamic operation of an organization (profit and not-for-profit), to begin to develop skills and techniques which are necessary to manage an organization, and to provide a base from which to plan a program of study to prepare for successful organizational leadership. The student will learn the primary functions of a business organization.

**BUS 200 Personal Finance (3 credits)**

This course will assist business and non-business students in their future financial well being. The curriculum will consist of topics such as understanding the economic environment of personal finance, achieving one’s personal financial goals, understanding financial activities over the life cycle, managing cash, and resolving conflicts in one’s budget, credit use, and income taxes. The knowledge acquired in this course will help students avoid the financial pitfalls that they will face as adults. The course does not count towards the business major.

**BUS 220 Business Technology (3 credits)**

A study of the technologies required to be successful in entering today’s business arena. Many software and hardware choices will be explored. Excel, e-mail, and presentation software will be emphasized to the intermediate level which will assist students in their future class work and employment. Designing spreadsheets, database report generation, and future developing technologies will be researched. Students will be required to review and undertake software tutorials if needed. Prerequisite: sophomore standing.

**BUS 252 Business Statistics (3 credits)**

A study of statistical methods used for business decisions is covered. Topics include descriptive statistics, probability, estimation, hypothesis testing, regression analysis, and forecasting. Emphasis is on developing and interpreting information for business research and decision making. Normally taught only at Sandhills.

**BUS 301 Business Law (3 credits)**

A “nuts and bolts” study of the principles of law which create, define, and regulate the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, agency relationships, commercial paper, sales, and bankruptcy. Prerequisite: Sophomore standing or permission of instructor.

**BUS 302 Entrepreneurship (3 credits)**

A study of the methods used to determine the feasibility of successfully establishing a business in a specific industry or market. Financial, marketing, organizational, competitive, governmental, and demand factors will be analyzed. Each student will develop a business plan and a feasibility study for a new venture. Prerequisites: BUS 321 and BUS 331 and junior standing, or permission of instructor.



**BUS 303 Management Communication (3 credits)**

This course will focus on developing, implementing and evaluating the written and oral communication skills required in a professional business setting. The use of effective decision-making and critical thinking skills will be emphasized. Prerequisites: BUS 220 and BUS 331 and junior standing, or permission of instructor.

**BUS 304 Introduction to International Business (3 credits)**

An upper level business course designed to give the student an overview of global business and the issues facing all business because of international factors. Special emphasis will be placed on the impact of culture on decision-making. The course is appropriate for all majors. Prerequisite: Junior standing.

**BUS 321 Principles of Marketing Management (3 credits)**

A functional analysis of marketing and its importance as an economic activity. Topics covered include: demographic analysis, product development, pricing, distribution, and promotion. Additional managerial orientation is provided through case studies and decision-making practice. Prerequisite: ECON 201 or permission of instructor.

**BUS 322 Advertising & Promotional Management (3 credits)**

An examination of the strategic application of two of the most important activities for marketing managers in the communication of product information to clients and consumers. Marketing campaigns, media selection, use of trade shows, product research, and effectiveness determination will be studied in concentrated team efforts. Prerequisite: BUS 321 and junior standing, or permission of instructor.

**BUS 323 Sales Management (3 credits)**

This course will stress the fundamentals of selling practices and examine the major issues encountered by a sales manager in a complex business environment. Areas of focus include interviewing, hiring, training, motivation and performance measurement of sales personnel. Case studies, role-playing, and team actions will be stressed. Prerequisites: BUS 321 and BUS 331 and junior standing, or permission of instructor.

**BUS 331 Principles of Management (3 credits)**

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, and delegation of authority. Prerequisites: ECON 201 and ACCT 201; or permission of instructor.

**BUS 332 Organizational Behavior (3 credits)**

Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Using lecture, discussion, case study and simulation methods, the course will encourage students to apply principles to specific organizations. Prerequisite: One course in Psychology, BUS 120 or BUS 331.



**BUS 333 Human Resources Management (3 credits)**

This course will focus on human resources, employment procedures, and personnel administration. Topics to be covered include: analysis of personnel programs and policies; communications and practices in relationship to the effect upon productivity, organizational effectiveness and the satisfaction of personal objectives; and the recruiting, interviewing, developing, and maintaining of an effective and satisfied work force. Prerequisite: BUS 331 and junior standing, or permission of instructor.

**BUS 341 Principles of Financial Management (3 credits)**

This course surveys fundamental concepts and computational methods for the financial management of business firms. It will also survey the broad range of financial instruments and the relationship between risk and return. Topics include forecasting, operating and financial leverage, working capital, time value of money, valuation of bonds and stocks, the cost of capital, and capital budgeting. Prerequisites: ECON 201 or 202 and ACCT 201; or permission of instructor.

**BUS 342 International Financial Management (3 credits)**

A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system, and the problems associated with exchange rates and balance payments. Managerial use of spot and forward exchange markets, as well as the international aspects of short-term and long-term investing and financing decisions, is included. Prerequisites: ECON 201 or 202, BUS 341, and junior standing, or permission of instructor.

**BUS 343 Investments and Portfolio Analysis (3 credits)**

A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: BUS 341 and junior standing, or permission of instructor.

**BUS 351 Quantitative Methods for Business & Economics (3 credits)**

This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon a careful discussion of problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: ECON 201, ACCT 201, MAT 205 and junior standing, or permission of instructor.

**BUS 361 Management Information Systems (3 credits)**

This course studies the role of information in supporting business operations, managerial decision-making, and organizational strategy. Topics include technology concepts, internet worked enterprises, functional area applications, systems development, and effective management of information resources. Prerequisites: BUS 220, BUS 331 and junior standing, or permission of instructor.

**BUS 421 Strategic Marketing Management (3 credits)**

Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies,

promotion, and distribution management. Prerequisites: BUS 220, BUS 321 and BUS 331 and junior standing; or permission of instructor.

### **BUS 422 International Marketing Management (3 credits)**

A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four “P’s”, developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: BUS 321 and junior standing, or permission of instructor.

### **BUS 431 International Business Management (3 credits)**

The primary purpose of this course is to investigate the economic and business issues encountered in managing the global firm. These issues include: defining a global competitive strategy; translating a global strategy into local action; understanding the economic environment; market entry and participation policies; alliances, mergers, and acquisitions; role of top management; and organization, system, and people policies. Management theories and principles appropriate to the global firm will be identified and illustrated in terms of the problems and issues studied. Prerequisite: BUS 331 and junior standing, or permission of instructor.

### **BUS 451 Operations Management (3 credits)**

The course analyzes the management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: BUS 331 and junior standing, or permission of instructor.

### **BUS 470 Management In The 21st Century (3 credits)**

This course will address the changing workplace in the 21st century. Students will read in the current business press how organizations stay in their profit zone while retaining a customer-centric focus. Chief Executive Officers of major North Carolina corporations and leading experts in their special fields will present their ideas and share their expertise with students in a discussion format. Students will explore their ideas and techniques and discuss their finding with the visiting experts in the field as well as local business leaders. Prerequisites: Junior or senior standing, and recommendation from the B/E faculty.

### **BUS 480 Senior Policy & Strategy Seminar (3 credits)**

The course requires the student to combine and integrate business and economic principles in sophisticated analysis to a variety of firms and institutions. It includes a study of the formulation of organizational strategy and will emphasize research strategies, communication skills, and problem-solving and decision-making skills. Prerequisites: senior standing and ECON 201, ECON 202, ACCT 201, ACCT 202, BUS 220 BUS 303, BUS 321, BUS 331, and BUS 341.

### **ECON 201 Microeconomics (3 credits)**

This is a survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues. The student should achieve an appropriate

score on Part “A” of the Mathematics Placement Test before enrolling in this course. The student must take the test before enrolling in the course.

### **ECON 202 Macroeconomics (3 credits)**

The course is an introduction to macroeconomic theory. The course identifies the primary social and economic goals for a society, including income, employment, and stability of prices. The methods and sources of the variables (economic indicators) used to measure those goals are described. The course presents the major theories on the cause and effect relationships between the variables, and explains the human behaviors that underlie those relationships.

### **ECON 301 Intermediate Microeconomics (3 credits)**

A study of the theory of the firm, its behavior, behavior of consumers, and management decision-making. Specifically, the course will focus on price and output decisions, rational economic choices of consumers, economics of technological change, production efficiency and costs, competitive behavior, and adjustments of markets to new conditions. Prerequisite: ECON 201 or permission of instructor.

### **ECON 302 Intermediate Macroeconomics: (3 credits)**

A study of the empirical patterns of the business cycle and long run growth, the macro theory to analyze them, and methods of forecasting at the economy, industry, and company levels. Prerequisite: ECON 202 or permission of instructor.

### **ECON 333 Money, Banking & Financial Institutions (3 credits)**

The course surveys money, the payments system, financial instruments, the determination of interest rates, the principal financial institutions and markets, the regulatory institutions, and the roles of governmental regulation. Prerequisite: ECON 202 or permission of instructor.

### **ECON 341 Current Issues in International Economic Development (3 credits)**

This course surveys social and economic conditions in less developed countries and takes a multidisciplinary approach in examining the causes and potential solutions. Students will analyze the history and conditions of a country or region and present their findings and recommendations. This course does require junior standing but does not require prior training in economics.

## **Chemistry Courses**

### **CHE 151 The Chemical Basis of Everyday Phenomena (3 credits)**

An introduction to the basic concepts of chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before undertaking CHE 210-215. Chemistry can be described as “the central science” and as such; the course will focus on the underlying concepts of chemistry, how they were discovered, and how they are applied in everyday circumstances. There will be an emphasis on the quantitative/problem solving applications of topics covered. This class cannot be taken Pass/Fail.

### **CHE 151L Chemistry Connections Laboratory (1 credit)**

This laboratory experience is designed to allow for all the practical application of materials covered in CHE 151. The laboratory allows the students to experience a

hands-on exploration of topics so that students connect chemistry and the world around them. This class cannot be taken Pass/Fail. Corequisite: CHE 151.

### **CHE 165 Introduction to Environmental Science and Analysis (3 credits)**

Introduction to the basic scientific concepts behind selected timely environmental issues. Students will be introduced to topics such as global warming, air quality issues such as smog, acid rain, ozone depletion, and ground water contamination. The class lectures will lead students through the underlying critical chemical and physical processes. This is an interdisciplinary study of the human relationship with the Earth's environment and how we study it. This class is intended to be an introduction to environmental science and its relationship to chemistry. The class was designed for students with relatively little previous experience with the chemistry or environmental science. The course will focus on applying quantitative and qualitative skills to exploring environmental issues and the methods we use to explore them. Throughout the class, we will be exploring the question of "What do you know and how do you know it?"

### **CHE 210 Essential Concepts of Chemistry (3 credits)**

(General Chemistry I)

An introduction to the basic concepts of chemistry. It includes aspects of the history of chemistry and accounts of the contributions of some of the important chemists of the past. Modern concepts considered are the structure of matter, atomic theory, chemical bonding, molecular shape, chemical reactivity, stoichiometry, thermodynamics and equilibria. Three hours of lecture per week. Prerequisite: Math 075 or equivalent.

### **CHE 210L Essential Concepts of Chemistry Laboratory (1 credit)**

A laboratory experience designed to complement the Essential Concepts of Chemistry lecture course. Emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Corequisite: CHE 210.

### **CHE 215 Introduction to Structural Inorganic Chemistry (3 credits)**

(General Chemistry II)

An introduction to the chemistry of inorganic compounds. It includes an introduction to coordination compounds, nuclear chemistry, complexation equilibrium, redox chemistry, and the cosmic origins of the elements. Three hours of lecture per week. Prerequisite: CHE 210.

### **CHE 215L Introduction to Structural Inorganic Chemistry Laboratory**

(1 credit)

A companion laboratory for the Introduction to Inorganic Chemistry lecture. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Prerequisite: CHE 210, 210L.

### **CHE 220 Introductory Organic Chemistry I (3 credits)**

Introduction to molecular structure, bonding, and reactivity primarily of aliphatic molecules. This course will include the study of kinetics and selected spectroscopic techniques. Three hours of lecture per week. Prerequisite: CHE 210.



**CHE 220L Introductory Organic Chemistry I Laboratory (2 credits)**

Students will apply a selection of separation and analytical techniques to problems of the resolution of mixtures and to the determination of patterns or reactivity. Students will work primarily in groups. Four hours of laboratory per week. Prerequisites: CHE 210L, and Corequisite CHE 220.

**CHE 315 Analytical Chemistry (4 credits)**

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the “how” and “why” of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

**CHE 340 Advanced Inorganic Chemistry (4 credits)**

This course offers a more sophisticated treatment of chemical periodicity, bonding (including elementary quantum mechanics), solids, organometallics, group theory and its relationship to molecular spectroscopy, inorganic acid-base reactivities, and redox/electrochemistry is developed. This course is an integrated laboratory/lecture experience allowing for the practical application of lecture material. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

**CHE 350 Introductory Organic Chemistry II (3 credits)**

An integral continuation of CHE 220, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl-containing molecules. Three hours of lecture per week. Prerequisite: CHE 220.

**CHE 350L Introductory Organic Chemistry II Laboratory (2 credits)**

Using previously learned and new selections of techniques, students will explore reactivities along with single and sequence synthesis of molecules containing polyalkene, aromatic and carbonyl-based functional groups. Work in this lab will be primarily individual, but comparing results will be included in some experimental write-ups. Four hours of lab per week. Prerequisites: CHE 220L, Corequisite CHE 350.

**CHE 365 Biochemistry I: Biomolecules (3 credits)**

An introduction to the chemistry and biochemistry of amino acids, sugars, lipids and nucleosides with selected inclusion of topics in protein, carbohydrate and membrane chemistry. Three hours of lecture per week. Prerequisite: CHE 350.

**CHE 365L Biomolecules Laboratory (1 credits)**

This laboratory will focus on the application of chemical and analytical techniques to the determination of selected properties of biomolecules. Three hours of lab per week. Corequisites: CHE 365.

**CHE 345/445 Applied Topics in Chemistry (3 credits)**

These courses examine chemical issues, topics and techniques in an applied manner that is not fully addressed in the general chemistry, organic chemistry or analytical sequence. While the focus will vary with each offering, the courses emphasize detailed work with primary sources, equipment, data and specific techniques. The course will be offered singularly at the 300 or 400 level as appropriate to the topic as opposed to a split level course. Topics range from Spectroscopic Analysis of



Organic Compounds, Intermediate Techniques in Organic Chemistry, Advanced Bonding and Structure, to Advanced Topics in Environmental Analysis.

### **CHE 401 Thermodynamics and Kinetics (3 credits)**

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: CHE 215, PHY 201 or PHY 211, Corequisite MAT 222.

### **CHE 401L Physical Chemistry Techniques (1 credit)**

The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: CHE 315. Corequisite: CHE 401.

### **CHE 410 Biochemistry II: Enzymes and Primary Metabolism (3 credits)**

An introduction to the chemistry and activity of enzymes and the application of that knowledge to the energy generating primary metabolism of glucose to carbon dioxide and water and the preparation of sugar by photosynthesis. Three hours of lecture per week. Prerequisite: CHE 365.

### **CHE 455 Senior Seminar (2 credits)**

This course is open only to and is required of all senior Chemistry Department Majors. Topics for class discussion will include the philosophy, history and profession of modern science. Students will develop a working resume, letters of recommendation, and/or graduate/professional entrance materials. Each student will be required to complete a final project involving review and analysis of primary literature, development of a research based proposal, and a written paper and oral presentation of their proposal. (Open to students with senior standing.)

## **Chinese Courses**

### **Chinese 125 Spoken Chinese (4 credits)**

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to spoken Chinese, including one-on-one oral drill sessions, and focuses on Mandarin phonetics.

### **Chinese 155 Chinese Listening Comprehension (4 credits)**

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to listening comprehension in Chinese and focuses on Mandarin phonetics.

### **Chinese 175 Chinese Grammar (4 credits)**

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to Chinese grammar, beginning with the pinyin style of Chinese romanization and progressing quickly to the study and use of traditional Chinese characters.

# Communication & Theatre Arts Courses

## **COM 113 Public Speaking (2 credits)**

This course combines communication theory with Public speaking. Students should gain confidence learning how to structure, research, organize, and deliver a variety of public presentations. Requires approximately 7 hours of additional meeting/presentation time outside of scheduled class hours.

## **COM 125 Intro to Theatre (3 credits)**

This course will blend a study of the world's greatest playwrights with an interactive approach to understanding the collaborative roles of actors, directors, designers, and playwrights in the development of theatre productions. The course will include: new play development, audition preparation, collaborative production meetings, rehearsal techniques, theatre history and the study of playwrights from the ancient Greeks to contemporary times.

## **COM 135 Intro to Theatre & Film (3 credits)**

This course introduces students to the fields of theatre and film, through historical and theoretical study as well as hands-on production experience. Students will ultimately come to understand the relationship between these disciplines through the completion of two rigorous production projects, based on a common script -- one realized as a theatrical performance piece, the other as a dramatic DVD.

## **COM 155 Intro to Film & Television (3 credits)**

Study of the historical, technical, and aesthetic aspects of film and television production.

## **COM 181/182 Production Experience (1-3 credits)**

Practical application and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

## **COM 183 Publication Production (1 credit)**

A practical experience in the publication production of the newspaper or yearbook, including basic layout design and copy writing. Students will learn the necessary skills for copy writing and designing a publication, while producing The Lance or The Lamp and Shield for the St. Andrews community. During this experience, students will gain an understanding of journalism and graphic design. This one credit course may count toward the Creative Arts breadth requirement.

## **COM 220 Introduction to Screenwriting (3 credits)**

An introduction to the art of screenwriting. Students will learn to craft the basic elements essential to a feature-length screenplay, including character, story, plot, pace, dialogue, exposition, tension, and dramatic structure. Classes will be a mixture of lecture, discussion, presenting of original material, and viewing sections of feature films. Fulfills the Creative Arts requirement.

**COM 225 Tech Theatre (3 credits)**

Students will gain a working knowledge of set and lighting design. They will also receive hands-on experience in set construction and the operation of lights and sound. The course will culminate in a design project.

**COM 245 Acting I (3 credits)**

This course provides students with the knowledge of basic acting techniques, from the method to viewpoints and other external forms. The course uses a variety of techniques such as mime, improvisation, games, monologues and scenes designed to help students gain basic skills and confidence in their acting.

**COM 251 Introduction to Video Production (3 credits)**

A survey of video production techniques, including camera operation and writing for video and television. Students participate in production and gain an understanding of both technological and artistic aspects of the medium.

**COM 252 Newsmedia, Journalism (3 credits)**

This course provides both practical and theoretical study of writing and editing for newspapers, magazines, and other news media

**COM 259 Cinema Classics (3 credits)**

The first century of American cinema was marked by a number of pivotal films which heralded technological, philosophical, and artistic shifts in both our culture and the film industry. This course, through screenings, lectures, and discussions, will examine 15 of these films in detail, along with the history and context surrounding them. Students will emerge with a richer appreciation and literacy of film.

**COM 310 Playwriting (3 credits)**

This course will explore the process of creating new plays by systematic formulas, individual artistry and by the study of the works of great playwrights from the past 2500 years. Students in this course will be expected to create new works of dramatic literature. Students will also be expected to participate in the development of the works of others both as a critic and reader.

**COM 320 Writing for the Screen (3 credits)**

A study of dramatic screenwriting for film. Topics will include script format, story, structure, character, pacing, dialogue, and conflict. Students will complete a polished first act of an original feature film.

**COM 338 Topics in Film: Hitchcock (3 credits)**

No other filmmaker has had the impact on the history of world cinema of Alfred Hitchcock. We will closely examine 15 of his works, to gain a better understanding of his personality, his growth as a director, and how he has impacted the ways in which we make, and watch, movies.

**COM 345 Acting II (3 credits)**

The more advanced version of Acting I. This course will include improvisation, games, and Shakespeare and may include principles of stage combat, screen acting, or dialects. Prerequisite: COM 245 or permission of instructor.

**COM 351 Advanced Video Production (3 credits)**

Students will build on skills learned in COM 253, and move on to master digital videography and computer-based non-linear editing. Prerequisite: COM 251 or permission of instructor.

**COM 354/454 Practicum (3 credits)**

Course devoted to advanced experience in completing a media-related project. Study may include videography, scriptwriting, theatre production, or another topic with permission of instructor. Working independently, with some supervision, and at their own achievement level, student will complete a portfolio-ready piece. Prerequisites: Appropriate combination of the following, as dictated by project type and instructor — COM 353, COM 353, COM 354, COM 320.

**COM 355 Directing (3 credits)**

Students will learn the basics of directing, organization, concept, staging, coaching actors, etc. They will have opportunities to direct scenes and the class culminates in the direction of a one act play.

**COM 358 Topics in Film: The New Hollywood (3 credits)**

Until the late 1950's Hollywood functioned under a studio system, which largely governed the careers of stars and directors, and a code of censorship which imposed limits on the subject matter of films. By the 70's this studio system had collapsed, allowing film professionals unprecedented control over their careers, and a new ratings system had come into place, placing virtually no limits on what could be put on film. In this course we will focus on 15 groundbreaking films of the 70's, and on the crop of new directors who created them, including Clint Eastwood, Steven Spielberg, Martin Scorsese, George Lucas and many others. Prerequisite: COM 259 or permission of instructor.

**COM 365 Theatre History (3 credits)**

This course will look at the history of the theatre in detail from the birth of the art form to modern times. At times the course may focus on certain periods such as Ancient Greece & Rome, Medieval, early modern, restoration, romantic, modern, post modern, musical theatre, and contemporary theatre. We will also examine literature of the various periods of theatre history for the clues the reveal about the people and theatre of various times.

**COM 381/382 Advanced Production Experience (1-3 credits)**

Practical applications and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

**COM 420 Advanced Screenwriting (3 credits)**

Using skills learned in COM 320, as well as more advanced tools and techniques, students will complete an entire first draft of an original feature-length screenplay. Prerequisite: COM 320 or permission of instructor.

### **COM 455 Film and Theatre Seminar (3 credits)**

Comparative study of the two media as separate art forms. Special attention given to the modes of communication and the issues of translation. Students will study and discuss film and theatre from historical, theoretical, and artistic perspectives, as well as engaging in individual research.

## **Computer and Information Science Courses**

### **CIS 111 Introduction to Computer Usage (3 credits)**

An introduction to DOS, MS Windows, and MS Office Pro for the general student. This course concentrates on the basic skills and knowledge needed to use a computer in everyday life. The emphasis is on word-processing and the use of spreadsheets with an introduction to database and presentation software.

### **CIS 127 Introduction to Programming & Abstraction (3 credits)**

Using the C++ programming language, the student will learn to develop objects and methods to implement algorithms and abstractions. The emphasis will be on how to create an abstraction and how to test the validity of the abstraction. A strong emphasis will be placed on learning basic problem solving skills and how to apply these skills to problems that can be solved using a computer.

### **CIS 224 Introduction to Web Design (3 credits)**

Students will learn how to navigate in cyberspace and how to create an effective web page. Students will apply the techniques of outlining to producing effective and manageable web pages. They will learn how to manage a web site, and will create their own web page.

### **CIS 225 Databases (3 credits)**

The database will be an important information commodity in the business and academic world in the 21st century. This course will be a study of the implementation of computer-based information systems in a database environment. The emphasis is on design, documentation, and implementation of databases. This will be a hands-on course in which the students will be responsible for designing and implementing a database.

### **CIS 226 Object-Oriented Programming and Design (4 credits)**

This course will extend principles from CIS 127 to include object oriented design and programming with abstraction development in the Java programming language. Prerequisite: CIS 127 or permission of the instructor.

### **CIS 332 Data Structures & Algorithm Analysis (3 credits)**

A study of data organization using stacks, arrays, queues, linked lists, tables, and trees. Use of recursion and hash coding in algorithms and data structures. Analysis of algorithms and basic sorting techniques will also be studied. Prerequisite: CIS 226 and MAT 216 or permission of the instructor.

### **CIS 333 Introduction to Computer and Information Organization (3 credits)**

Discussion of the hardware, systems software, and architecture of typical computer systems. Topics such as chip and register level processes, operation system functions, parallel processing, time sharing, input and output processing, etc. Prerequisite: CIS 226 or permission of the instructor.



### **CIS 335 Computer Information Systems (3 credits)**

Focuses on 1.) specification of information requirements associated with organizational decision-making, 2.) identification of data sources, 3.) matching of information requirements with data sources into information flows, and 4.) evaluation, modification and integration of information flows into information systems. Prerequisite: CIS 111 and CIS 225 or permission of the instructor.

### **CIS 337 Networking Essentials I (3 credits)**

This course is designed to prepare students to understand, plan and support a computer network in an organization. This will cover the basics of networking and the OSI model. It will cover network media and topology, connectivity, administration and troubleshooting, and resources necessary to run a multi-user computing facility. Prerequisite: CIS 127 or permission of the instructor.

### **CIS 338 Networking Essentials II (3 credits)**

This course will focus on the integration of workstations into client/server architectures and the integration of a server into the collection of servers in an enterprise. This will be a hands-on course in which the students will initialize and maintain workstations and servers. Prerequisite: CIS 337 or permission of the instructor.

## **Creative Writing Courses**

### **CW 221 Introduction to Creative Writing (3 credits)**

Students will study models of traditional and experimental poetry, fiction, and drama as they develop their own voices and styles through various writing exercises. Students will also learn the core vocabulary within each genre. (Required for the English and Creative Writing major.)

### **CW 248 Voices and Visions (1.5 credits)**

This course will provide an examination of the roots of poetry writing through a study of the influence of myth, mysticism, and history. Works and texts consulted will include Graves' *The White Goddess*, Fraser's *The Golden Bough*, Lorca on *The Duende*, and Joseph Campbell's film series "The Power of Myth." Students will write various poems out of these traditions and devise a final portfolio of verses of their own design.

### **Creative Writing Symposia (1.5 credits each)**

Students will study and explore various subgenres and forms within poetry, fiction, and creative nonfiction in a workshop setting. The Creative Writing Symposia are designed for students to study specialized areas in depth within a particular genre and produce work of their own in each selected topic. All symposia are demi-semester courses. Prerequisite: CW 221 or consent of instructor. (A maximum of 10 credits can be earned in CW Symposia.)

### **CW 250 Poetry Symposium**

Possible selected topics: Japanese Poetic Forms, Villanelles and Pantoums, Ghazels in Arabic Poetry, and Vers Libre.

### **CW 255 Fiction Symposium**

Possible selected topics: Fantasy, Science Fiction, Detective Fiction, Children's Literature, and Horror.

### **CW 260 Creative Nonfiction Symposium**

Possible selected topics: Travel, Memoir, Art of the Interview, and Nature Writing.

### **CW 336 Creative Writing Workshop** (variable credits, 1-3)

This course is designed for advanced development in an individual writer's work. Frequent guest teachers and lecturers. CW 221 and consent of instructor. (A maximum of 8 credits may be earned.)

### **CW 350 Creative Writing Practicum** (variable credits, 1-3)

Students have the opportunity to experience hands-on aspects of the writing world through a variety of possible practica options:

#### **I. Fortner Writers' Forum Director** (1 credit)

The student director of the Fortner Writers' Forum is responsible for hosting each Thursday night's forum: dinner with invited writer, set-up, introductions, and breakdown. Prerequisite: consent of Forum advisor. (A maximum of 2 credits may be earned.)

#### **II. Cairn Editor** (3 credits)

The editor of Cairn is responsible for overseeing all aspects of the College's literary journal: call for submissions, reading all submissions for rejection or acceptance, layout, editing, proofreading, cover design, and promotion. Prerequisite: CW major and consent of Cairn advisor.

#### **III. Teaching Assistant** (variable credits, 1-3)

A teaching assistant will aid a professor to teach a particular class by providing—possibly—tutorials, paper correction, lectures, and lesson preparation. Prerequisite: CW major and consent of instructor.

#### **IV. College Press Practicum** (variable credits, 1-3)

An intern will work closely with the St. Andrews College Press Director to learn all aspects of a small press operation, such as submissions, editing, proofreading, telephone orders, cover design, and other activities. Prerequisite: consent of Press Director.

### **CW 413 Writing Poetry** (3 credits)

Advanced study and practice in writing poetry. Students will explore and discover different aspects of their poetic voices through numerous workshop exercises. Prerequisite: CW 221 or consent of instructor.

### **CW 414 Writing Short Fiction** (3 credits)

Advanced study and practice in writing fiction. Students will work primarily on short fiction, producing work that explores and embraces different fictional techniques. Prerequisite: CW 221 or consent of instructor.

### **CW 425 Writing Creative Nonfiction** (3 credits)

Advanced study and practice in writing creative nonfiction. Students will explore all aspects of what constitutes an engaging and lively piece of creative nonfiction. Prerequisite: CW 221 or consent of instructor.

**CW 430 Writing the Novel (3 credits)**

Advanced study and practice in writing a novel. Students will develop a tentative plot outline for an extended work and will begin writing selected chapters. Students will not write an entire novel over the course of the semester, but students are expected to write approximately a quarter of the novel. Prerequisite: CW 221 or consent of instructor.

**CW 479 Thesis and Presentation (4 credits)**

All CW majors must submit a thesis of imaginative writing and a theory of writing. Students must also participate in an oral defense their theses before a committee of three faculty members. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration.

**CW 480 Publication (1 credit)**

Students will learn the professional protocols for manuscript preparation and submission as well as exploring various literary journals for the publication of their work. Prerequisite: Majors with a Creative Writing concentration only or consent of instructor. (This course is Pass/Fail.)

**Education Courses**

\*\*\* Must be formally admitted to the Teacher Education Program.

**EDU 232 K-6 Healthful Living and Physical Education Methods for the Elementary Education Teacher (3 credits) \*\*\***

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement, and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Education required. Elementary Education majors only.

**EDU 235 Curriculum and Instruction (3 credits) \*\*\***

This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Pre-requisite EDU 250. Field experience required.

**EDU 236 Technology for Educators (3 credits)**

This course focuses on the North Carolina advanced technology competencies for educators. Emphasis is placed on using technology-based tools to facilitate teaching strategies specific to meet curriculum goals and manage instruction. Required for all teacher education majors. Fall Semester

**EDU 250 Education, Culture & Diversity (3 credits)**

An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform

movements, and school law. Students will be assigned to a school setting classroom for field observations.. Required for all teacher education majors. Prerequisite: 2nd semester freshman standing or above. Fall Semester. Field experience required.

**EDU 319 Literature for Children & Youth (3 credits)**

This course is an examination of literature appropriate for ages preschool through adolescence. Student learns to critique and select literature for classroom enrichment and for unit and interdisciplinary studies. Required for all elementary majors. Spring Semester

**EDU 322 Reading & Writing in the Content Areas, 7-12 (3 credits) \*\*\***

This course is designed to prepare students for teaching reading and writing skills to middle and high school students in physical education and health. The course will present an overview of the major approaches used to teach communications skills, which include reading, writing, speaking, listening and viewing. Cooperative learning, textbook analysis, and various assessment procedures will also be reviewed. Students will be required to teach demonstration lessons, participate in a field experience, develop a portfolio, and participate actively in the classroom's learning community. Required for Physical Education, K-12 majors. Prerequisite: Formal admission to Teacher Education program. Field experience required.

**EDU 324 Educational Psychology (3 credits)**

This course is designed to provide a theoretical background for understanding learning motivation and classroom management. Major theories of learning are examined and connected with instructional planning and student study. Research on motivation is presented to assist pre-service teachers in creating environments that are supportive of self-direction and promote life-long learning. Classroom management models connected with behaviorist, social learning theory and cognitive learning theory will be critiqued toward the end of helping novice teachers to develop approaches to classroom management which are consistent with student-centered learning. Prerequisite: Psy 101 Spring Semester.

**EDU 328 K-12 Healthful Living & Physical Education Methods for the Physical Education Teacher (3 credits) \*\*\***

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7-12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Education required.

**EDU 328 Lab Field Experience Teaching Healthful Living Education in the Secondary School (1 credit) \*\*\***

Prerequisite : Senior standing or permission of instructor. Must be taken with EDU 328.

**EDU 332 Language and Literacy (3 credits) \*\*\***

This course is designed as an introduction to reading theory and instructional methods. Examines a variety of approaches to the teaching of reading. Simulation activities allow students to explore and critique current instructional practices and



techniques. Prerequisite: Formal Admission to Teacher Education required. Field experience required. Fall Semester

### **EDU 338 Reading and Language Arts (3 credits) \*\*\***

This course is designed to ensure students will develop an understanding of the methods of teaching language arts with an emphasis on best practices and the development of a community of learners where a love for literature and writing is cultivated. Prerequisite: Formal Admission to Teacher Education required. Field experience required. Spring Semester

### **EDU 339 Teaching Social Studies in the Elementary School (3 credits) \*\*\***

Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography civics, politics, economics, sociology and anthropology in grades K-6. Course requirements include the development of an interdisciplinary unit. Required for all elementary education majors. Prerequisite: Formal admission to Teacher Education program. Fall Semester. Field experience required.

### **EDU 341 Teaching Science in the Elementary School (3 credits) \*\*\***

The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Required for elementary education majors. Prerequisite: Formal admission to Teacher Education program. Spring Semester. Field experience required.

### **EDU 342 Teaching Mathematics in the Elementary School (3 credits) \*\*\***

The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Prerequisite: Formal admission to Teacher Education program. Fall Semester. Field experience required.

### **EDU 350 Learning Diversities of Children (3 credits) \*\*\***

This course addresses the dimensions of diversity in a P-12 classroom. The course focuses on skills and strategies as they relate to diverse learners and diverse environments. Prerequisite: Formal admission to Teacher Education program. Spring semester. Field experience required.

### **EDU 352 Teachers as Leaders (3 credits) \*\*\***

This is a required course for the elementary education major. Teachers realize early in their career that being a successful educator is more complex than designing lesson plans, presenting curriculum and assessing student learning. This course is designed to help teachers develop awareness of the variety of roles they will fulfill as a teaching professional. It will help them build skills in following protocol, engaging in professional learning communities and building effective relationships with stakeholders.

Participants will explore the multi-faceted components of their role as a professional educator. They will investigate methods for working effectively within systems both at the school level and as a district employee. The course will offer all



participants an opportunity to seek resources at local, state, and federal levels and will help them learn to navigate the complexities of a bureaucratic system. Participants will demonstrate skills in planning for engagement with policy-making, process development, and relationship building with colleagues, service agencies, school communities, and parents. They will create plans for professional growth and set goals for successfully moving from beginning teacher status to experienced professional. Participant reflections will address engagement in the process of mentoring others and how to help build and sustain quality professional learning communities.

Instruction for this course will be focused on helping teachers develop skills for collegial collaboration, effective relationship building with organizational stakeholders, and advocacy for students and the teaching profession. They will gain practical experience through course assignments and apply new information within the context of their current employment situation. They will demonstrate understanding of school funding as it applies to a classroom teacher.

### **EDU 355 The Exceptional Child (3 credits) \*\*\***

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectation, and requirements to appropriately meet the needs of mainstreamed students are also discussed. Prerequisites: Psy 101 and formal admission to Teacher Education program. Spring Semester. Field experience required.

### **EDU 365 Fine Arts in the Elementary School (3 Credits)**

This is a required course for the elementary education major. Appropriate concepts, methods, and materials for integrating the arts (dance, drama, music, visual art) through the elementary school curriculum will be explored as students acquire skills appropriate to developmental age and core curricular concepts through an interdisciplinary design of instruction. A focus will be placed on using the theory of multiple intelligences to increase student capacity and achieve academic success in all disciplines. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

### **EDU 370 Health Methods K-12 (3 credits) \*\*\***

This course is designed as an instructional methods course to teach health Education to our teacher candidates. The course addresses theoretical concepts, knowledge, skills and dispositions of a professional health educator. The health educator will learn how to plan and coordinate a school health program. Candidates will also be able to assess individual and community needs and also serve as an advocate for health education. Prerequisite: Formal admission to Teacher Education required.

### **EDU 423 Student Teaching (10 credits) \*\*\***

Students are placed in a public school setting under the direction and supervision of a college supervisor and a public school cooperating teacher. The basic student teaching experience provides an opportunity for the student to demonstrate in

practice that they are Learner-Centered Professional Teachers. Prerequisite: Recommendation of the Teacher Education Committee, 2.5 G.P.A., and successful completion of professional courses. \*\*\*Must be formally admitted to the Teacher Education Program Offered in the Fall and Spring Semesters.

### **EDU 425 Student Teaching Senior Seminar (2 credits) \*\*\***

Seminars for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction. This course is designed to help the student with issues relating to transition into the world of work and graduate school. Taken concurrently with Edu 423. Required for all education majors. Offered in the Fall and Spring Semesters.

## **English Courses**

### **ENG 209 Survey of American Literature (3 credits)**

An overview of American literature from Colonial times through the present. (Required for the English and Creative Writing major).

### **ENG 211 Masterpieces of English Literature (3 credits)**

A survey of major works of English literature from the Medieval period through the 19th century. Readings will generally be drawn from Beowulf, Chaucer, Spenser, Shakespeare, Milton, Donne, Pope, Johnson, Wordsworth, Shelley, Keats, Tennyson and Browning. Special attention will be given to the themes of perennial interest such as love and death, man and woman, freedom and servitude. (Required for the English and Creative Writing major).

### **ENG 230 Legends of King Arthur (1.5 credits)**

This course will feature an investigation of the medieval legends surrounding King Arthur and his court. Class discussion and readings will focus on Malory's *Morte D'Arthur*, the Lancelot-Guinevere romances, and the legends of the Holy Grail. Students will be encouraged to explore modern versions of the Arthurian legends to complement the medieval focus of the course materials.

### **ENG 221 Shakespeare's Comedies (3 credits)**

This course will focus on five comedies by William Shakespeare. Students will read and discuss plays chosen from among the following: *Taming of the Shrew*, *A Midsummer Night's Dream*, *As You Like It*, *The Merchant of Venice*, *Twelfth Night*, *Much Ado About Nothing*, and *The Tempest*. The class will view at least one film version of each play studied and read examples of modern literary analysis. All students will write response papers.

### **ENG 241 Survey of African American Literature (3 credits)**

This course will offer a survey beginning with the earliest African American writers and continuing through contemporary works and scholarship. Selected African American fiction, drama, poetry, and essays will be studied in cultural and historical contexts. Writers studied may include Wheatley, Douglass, Harper, Chesnut, Larsen, Hughes, Hansberry, Ellison, Morrison, and Gaines among others.

**ENG 252 Modern Poetry (3 credits)**

Readings from a wide selection of modern poets. Special attention will be given to Hopkins, Yeats, Frost, Pound, Williams, Eliot, Laughlin and Kizer. (Required for the concentration in Creative Writing)

**ENG 267 Contemporary Poetry (1.5 credits)**

This course will provide an overview of poets writing since World War II, using Auden as a primary transitional poet. The primary text will be The Norton Anthology of Contemporary Poetry. Poets to be studied will include William Stafford, Carolyn Kizer, James Merrill, Elizabeth Bishop, Murial Rukeyser, Gwendolyn Brooks, Philip Larkin, Seamus Heaney, Sylvia Plath, and Lucille Clifton. Each student will do a concentrated report and a critical commentary comparing two or more poets.

**ENG 278 Intro. to Critical Analysis and Literary Theory (3 credits)**

Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature. (Required for the English and Creative Writing major)

**ENG 280 Topics in American Popular Culture (3 credits)**

An intensive study of a variety of "texts" (both written and otherwise) in American pop culture. Topics might include the world of Disney, the romance novel, the Western, the detective story and film, and others.

**ENG 281 Children's Literature (3 credits)**

An introduction to the vibrant range of literature and film for children and adolescents: fairy tales, novels, poetry, picture books, illustrated texts, and animated movies. The course will focus primarily on British and American texts from the last 150 years.

**ENG 282 Introduction to Pound Studies (1.5 credits)**

A study of the person, philosophy, poetry and criticism of Ezra Pound, "The Father of Modern Poetry," the course will utilize Hugh Kenner's The Pound Era and Pound's Selected Poems as primary texts. One research paper will be required, along with outside readings. Usually offered Demi-semester 1 of spring semester; required of those anticipating study at Brunnenburg.

**ENG 308 Victorian Literature (3 credits)**

A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold, Thomas Huxley, and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: ENG 211 or junior standing.

**ENG 311 The American Renaissance (3 credits)**

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: ENG 209 or junior standing.

**ENG 317 Literature of the Romantic Period (3 credits)**

A study of the chief poets and critics of English Romanticism. Prerequisite: ENG 211 or junior standing.

**ENG 322 Shakespeare's Tragedies (3 credits)**

This course will focus on five of William Shakespeare's major tragedies. Students will read and discuss the following plays: *Romeo and Juliet*, *Macbeth*, *Othello*, *Hamlet*, and *King Lear*. The class will view at least one film version of each play studied and read examples of modern literary analysis. There will be a culminating research project. Prerequisite: ENG 211, ENG 221, or junior standing.

**ENG 325 Medieval Literature (3 credits)**

This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer's *Canterbury Tales*, medieval drama, Arthurian romances, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: LIT 210 or ENG 211 or junior standing.

**ENG 334 American Fiction of the 20th Century (3 credits)**

A study of representative American fiction of the 20th century from a variety of traditions and ethnic perspectives. Prerequisite: junior standing or permission of the instructor.

**ENG 340 T.S. Eliot (3 credits)**

A detailed study of the plays and poems of this 20th century mover and shaker. Eliot's social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 252, or permission of the instructor.

**ENG 359 Renaissance Literature (3 credits)**

Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing.

**ENG 362 Saints and Heroes of the Middle Ages (3 credits)**

An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include *The Niebelungenlied*, *Tristan*, *Ywain*, *The Song of Roland*, and *Sir Gawain and the Green Knight*. This course is only offered overseas as part of the Brunnenburg program.

**ENG 371 The Cantos: American Epic (3 credits)**

A study of Ezra Pound's "Cantos" in relation to the poetry, politics, and philosophy of the 20th century. Attention will be given to other major poets of the time. This course is only offered overseas as part of the Brunnenburg program.



**ENG 372 Myth and Agro-Archaeology (3 credits)**

An academic and field study of mythology and agriculture as the roots of culture, government and the fine arts. This course is only offered overseas as part of the Brunnenburg program.

**ENG 376 Anglo-Irish Literature (3 credits each)**

An intensive study of the Anglo-Irish importance to the canon of literature in English, emphasizing the contributions of Shaw, Wilde, Yeats, Joyce, and Beckett.

Prerequisites: ENG 211, ENG 252 or junior standing.

**ENG 377 Whitman/Dickinson (3 credits)**

Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed, Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including journal work, creative expression, and expository writing.

Prerequisite: ENG 209 or junior standing.

**ENG 378 Southern Literature (3 credits)**

A study of the writers and literary traditions of the American South from the colonial period to the present, but with special emphasis on the twentieth century. Authors might include Byrd, Jefferson, Poe, Kennedy, Chestnut, Jacobs, Chopin, Glasgow, Chesnutt, Faulkner, Caldwell, Warren, Wolfe, Percy, Hurston, O'Connor, Welty, Styron, Walker, Betts, Smith, and others. Prerequisite: ENG 209, Junior standing or permission of instructor.

**ENG 379 Women Writers (3 credits)**

A study of women's writings within a variety of cultures, historical periods, and literary traditions. Prerequisite: Junior standing or permission of instructor.

**ENG 384 North Carolina Literature (3 credits)**

This course will provide students the opportunity to study the novels, short stories, and poems produced by North Carolina writers during the literary renaissance of recent decades. Writers may include Gibbons, Chappell, Edgerton, Frazier, Smith, and McCorkle among others. Prerequisite: ENG 209.

**ENG 385 Major Southern Authors (3 credits)**

This course will provide students with an opportunity for detailed study of the works of one or two specific influential authors of the American South in the 20th and/or 21st century. The course will examine thematic and stylistic aspects of the fiction, drama, and poetry of the major author(s) in question, and will include a critical exploration of the current scholarship available. Possible authors to be the focus of this detailed study might include Faulkner, O'Connor, Welty, and Wolfe among others. Prerequisite: ENG 209.



**ENG 401 Milton (3 credits)**

Intensive reading of Milton's poetry with major emphasis on *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: ENG 211 or junior standing.

**ENG 453 Senior Portfolio & Review (1 credit)**

This course will provide an opportunity for senior English majors to collect and reflect upon samples of their skills in written literary analysis, to receive faculty evaluation of their work, and to prepare their postgraduate reading list. Required of senior English and Creative Writing majors with a concentration in English literature.

**ENG 497 Academic Honors (3 credits)**

Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit.

## **Equine Studies Courses**

**EQ 244 Stable Management (2 credits)**

This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them.

**EQ 244L Stable Management Lab (2 credits)**

Through hands-on work experience you will be introduced to the challenges, routines, skills, tediousness, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager.

**EQ 245 Stable Management II (2 credits)**

This class will build the topics covered in Stable Management I. Topics covered in this class will be more in depth and require the student to seek and research the latest developments in equine care and management. Prerequisite: EQ 244 or placement test.

**EQ 248 Basic Riding Instructor Skills (1.5 credits)**

This course will cover the fundamentals of preparing, organizing and teaching riding lessons. Safety, lesson plans, ring skills, class control and the qualities needed to be an effective instructor will be covered. The goal of this demi-semester course is to lay a foundation for teaching able-bodied beginner riders individually and in groups. The emphasis will be on safety and a progressive development of teaching skills. Through task analysis and problem solving the student will develop lesson plans, learn to evaluate and adjust to different situations in an effective and professional manner, and learn different techniques of expressing themselves to the riders.

**EQ 248L Basic Riding Instruction Skills Lab (1 credit)**

This course provides an introductory level opportunity for the application of skills and techniques developed in the Basic Teaching Skills for Riding course. The

student will assist an instructor to develop their practical skills and stimulate their awareness and response to issues involving safety. Prerequisite: EQ 248.

### **EQ 249 History and Theory of Modern Riding (3 credits)**

This course will provide the student with a historical overview of equestrian sports. The class will study the history of educated riding, the development of forward riding from Caprilli to George Morris, the development of modern dressage, and the history and origins of western sports. Pre-requisite: PE 262 and sophomore standing or permission of instructor.

### **EQ 267 Showing Hunters (1 credit)**

The student will develop an in depth understanding of the requirements for properly conditioning, preparing and presenting the show ring hunter. Students will be responsible for the horse they are showing in all areas of its preparation for the show ring. A fee is required for this course. Prerequisites: PE 262, Hackers Rank, sophomore or above standing and permission of the riding instructor or director. This course is only open to student boarders on a show team.

### **EQ 268 Introduction to Schooling Hunters (1 credit)**

This is an upper level course for the accomplished rider who wishes to have the opportunity to use their skills in developing a program of mental and physical education for the horse. The course will serve as an intensive introduction to a system of schooling or re-schooling the sport horse. A fee is required for this course. Prerequisite: Junior or senior standing, Hackers Rank, and permission of instructor or director.

### **EQ 271 Showing Jumpers (1 credit)**

The student will develop an in depth understanding of the requirements for properly conditioning, preparing and presenting the show ring jumper. Students will be responsible for the horse they are showing in all areas of its preparation for the show ring. A fee is required for this course. Prerequisites: PE 262, Hackers Rank sophomore or above standing and permission of the riding instructor. This course is only open to student boarders on a show team.

### **EQ 280 Natural Horsemanship (2 credit)**

This course studies the philosophy and theory behind Natural Horsemanship. The student will study the methods and techniques used primarily in Natural Horsemanship. Parelli will be the primary focus of the class although other practitioners will be studied. The class combines theory with practical application. PE 261 or Permission of the instructor. A fee is required for this course. Students are expected to purchase their own equipment.

### **EQ 340 Equine Business Management (3 credits)**

This class is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principals of management, record keeping systems, liability and contracts and developing a business plan will be considered in class discussions. Students will write a prospectus and develop a detailed business plan for a business they hope to enter into in the future. The class requires all students to use Excel spreadsheets for forecasting and planning. Prerequisites: EQ 244 or 245 and BE 209 junior standing.

### **EQ 341 Preparation for ANRC-Rated Rider Testing (3 credits)**

This course will provide the students with an in-depth study of riding theory and how it relates to successful performance. It will provide them the opportunity to develop their riding skills and to experience the practical applications of the acquired knowledge and skills from the perspective of the teacher, the trainer, the serious competitor, and the recreational rider. Students will be evaluated by outside examiners on the ANRC Rated Rider Exam of the appropriate skill level. A fee is required for this course. Prerequisites: PE 264, EQ 248.

### **EQ 342 Form to Function: Principles of Judging and Selecting Hunters (3 credits)**

The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the horse on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: EQ 241 or junior standing.

### **EQ 350 Horse Science I (3 credits)**

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the horse's functional anatomy & physiology. Special emphasis will be given to the musculoskeletal, digestive, respiratory, circulatory & nervous systems of the horse, as well as a brief review of equine evolution. The student will be able to relate the study of equine anatomy & physiology to horse husbandry theories & practice. In addition, the student will develop problem-solving skills in regards to presentations of common equine diseases & the therapeutic options available for treatment. Prerequisite: EQ 244, EQ 244L

### **EQ 415 Current Therapies in Equine Internal Medicine (3 credits)**

This course will acquaint the student with a detailed overview of current equine internal medicine disorders, with practical aspects of diagnosis & therapeutic management. Understanding basic equine pathophysiologic mechanics is essential in the management of complex disease processes & will be reviewed for a better comprehension of the equine medical disease process. The class will be structured to address specific diseases along system-based lines to include respiratory, gastrointestinal, urinary, hepatic, cardiac, ophthalmology, & neurological disorders. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing

### **EQ 416 Introduction to Equine Clinical Pharmacology (3 credits)**

The principle goal in this course is for the student to acquire a working knowledge of commonly employed pharmaceuticals that are used in the medical treatment of horses. Classifications of drugs, misuse of over-the-counter medications, mechanism of actions, as well as side effects, will be studied. General principles such as drug absorption, distribution, metabolism, therapeutic index and interactions will also be discussed. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing

### **EQ 417 Equine Orthopedic Lameness (3 credits)**

The purpose of this course is to acquaint the equestrian student with an organizational, scientific approach to the diagnosis, treatment and athletic management of equine lameness. This will be accomplished in three separate sections of the course. The course will be equally divided between lectures and labs. During the initial section, orthopedic anatomy and equine biomechanics will be reviewed. In the second section, we'll combine anatomy and biomechanics with the art of insightful observation of the horse on the flat and under saddle. The final section will incorporate discussion of the latest scientific technology for diagnosis, as well as common dysfunctions, etiology and prognosis interrelated to the competitive implications for the best management of the athletic horse. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing.

### **EQ 420 Equine Nutrition (3 credits)**

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine gastrointestinal anatomy and physiology as related to the process of digestion, absorption, and utilization of nutrients. Special emphasis will be placed on lipids, carbohydrates, proteins, vitamins and minerals and their relationships in feed concentrates and in forage. Different aspects of nutritional requirements and deficiencies will also be discussed. The student will be able to apply the basic principles of equine nutrition in order to develop and balance a feed rationing program for horses at any stage of life and athletic capacity. Prerequisites: EQ 244, EQ244L and EQ 350

### **EQ 422 Horse Science II - Equine Reproduction & Genetics (3 credits)**

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine reproductive anatomy & physiology, equine neonatology & introductory concepts in equine genetics. Reproduction labs will emphasize mare & stallion reproductive evaluation & readiness for breeding. The student will be able to relate the study of equine reproduction & genetics to current breeding husbandry & management techniques. In addition, the student will develop problem-solving skills in regards to presentations of common equine reproductive problems encountered & the therapeutic options available for treatment. Prerequisite: EQ 350, EQ 244 , EQ 244L

### **EQ 440 Contemporary Riding and Teaching Theory (2 credits)**

Students will be acquainted with riding theory, history and current trends. They will develop an understanding of how one "learns" to ride and develop an understanding of the psychology and physiology of the horse and rider. They will identify the qualities of a good instructor and learn how to teach a lesson that is SAFE, builds confidence, provides an opportunity for improvement, and is fun. Prerequisites: PE 262 or 262, EQ 248, EQ 248L.

### **EQ 440 L Contemporary Riding and Teaching Lab (1 credit)**

This course allows the student to apply the theory of riding and teaching in the riding ring. Students will learn to develop a variety of learning strategies to help riders who learn in different ways. Developing their observation and self-reflection skills will form a major component of the course. Prerequisite: EQ 440.



## Forensic Science Courses

### **FOR 201 Introduction to Forensic Science (4 credits)**

This course will emphasize scientific investigation of crime. Students will become both detective and criminalist as they learn how to secure a crime scene, and collect and analyze physical evidence. Students will learn how to: 1) do blood typing and DNA analysis, 2) analyze blood spatter patterns, 3) analyze hair and fiber samples, 4) find and lift latent fingerprints and compare to established database, 5) identify the source of ink samples from handwritten notes, and 6) develop a psychological profile of the criminal. Using actual cases, the class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make judgments regarding the weight of the evidence, and to either identify or eliminate suspects. Legal issues such as the insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined.

### **FOR 210 Topics in Forensic Science (2 credits)**

These courses examine specific issues and/or techniques related to solving crime. The focus will vary with each offering and examples include Fingerprint Classification and Identification, Criminal Profiling, Police Photography, Blood Spatter Analysis, Ethics in Criminal Justice, Interviewing/Interrogation Techniques, or Question Document Analysis. Prerequisite: FOR 201.

### **FOR 401 Crime Scene Investigation/Evidence Collection (3 credits)**

Advanced course in the identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class will cover the importance of: 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects. Prerequisite: FOR 201 and upper level standing or consent of instructor.

### **FOR 402 Microanalysis of Trace Evidence (4 credits)**

Advanced course in the identification and analysis of physical evidence previously recovered from a crime scene. Students will learn what types of analysis is best suited to specific forms of evidence. The class will cover: 1) the importance of maintaining a chain of custody and proper documentation, 2) how the different major types of analysis are performed and how to choose the proper technique for the evidence, 3) the theory behind the techniques, and 4) how to discuss the accuracy and precision of the technique in relationship to such information as population statistics. Prerequisite: FOR 201 and upper level standing or consent of instructor



# French Courses

## **FRE 151 French Language I (3 credits)**

This is an entry-level course in French that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with FRE 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student.

## **FRE 152 French Language II (3 credits)**

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four skills approach as FRE 151. The course opens with a brief review of essential grammatical structures and vocabulary from FRE 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary appropriate to everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student. Prerequisite: French 151 or equivalent.

## **FRE 205 Introduction to Composition and Conversation (3 credits)**

This course assumes a working knowledge of basic grammar and vocabulary, and is intended as a continuation of the FRE 151-152 sequence. The focus is on development of intermediate-level oral and writing skills, such as somewhat extended conversations on everyday topics and situations, and paragraph-length writing using moderately complex structures. Some grammar review is included. Classes are conducted in French.

## **FRE 331 French Culture and Civilization (3 credits)**

This is a multi-disciplinary survey of French culture and civilization from the origins to the 20th century. Course topics include such areas as history, art, architecture, music, society, and significant literary and intellectual movements. Classes and course materials are in French.

## **FRE 352 Survey of French Literature (3 credits)**

An introduction to many outstanding French writers of various periods and genres from the Middle Ages to the modern era. In addition to text analysis and interpretation, students learn about important literary movements and their major characteristics. Prerequisites: French 331, or permission of instructor.

## **FRE 353 Advanced Conversation (3 credits)**

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: French 205 or permission of instructor.

## **FRE 451 Advanced Composition (3 credits)**

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: French 205 or permission of instructor.

### **FRE 452 Special Topics in Literature (3 credits)**

For students who have a general knowledge of French literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: French 352 or permission of instructor.

## **History Courses**

### **HIS 201 American History Survey I (3 credits)**

Covering the period from the fifteenth century to the mid-nineteenth century, this course is an introduction to America's foundation and early growth. Students will also learn the fundamentals of historical research and interpretation.

### **HIS 202 American History Survey II (3 credits)**

Chronologically following Survey I, students will examine American history between the Reconstruction period and the 1990s. Students will work with primary sources and practice interpretive skills. Students do not need Survey I to succeed in this course.

### **HIS 209/309 North Carolina History (3 credits)**

A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina.

### **HIS 210 Modern Western Civilization (3 credits)**

A study of western civilization with an emphasis on modern revolutions, including the English Revolution, the American Revolution, the French Revolution, the Russian Revolution of 1917, and the Nazi Revolution. Attention will be given to revolutionary backgrounds and to historical perspectives and interpretations.

### **HIS 371 The United States & the Vietnam War (3 credits each)**

This course examines the United States' involvement in the Indo-Chinese conflicts that began with World War II. The focus of the course will be the years 1954-1973, a period when the United States was a key player in the events in Southeast Asia and in Vietnam in particular. The effects on the home front, where the war shaped much of the cultural, social and political history of the United States in the 1960s, will also be covered.

### **HIS 214/314 Topics in American History (3 credits each)**

These courses examine problems in American history not fully addressed in the survey courses. Certain topics may be offered singularly at the 200 or 300 level rather than presented in a split course. While the focus will vary with each offering, the courses emphasize detailed work with primary sources. Topics range in time from colonial to modern America and include Race in Early America, US Women's History, Jacksonian America, the US South, Colonial America, Historically Bad Behavior, the New South, and Nineteenth Century America.

### **HISP 225 Introduction to Public History (3 credits)**

This course demonstrates how history intersects with public life. Students will also consider the place of public history in the discipline. The class explores applying

historical knowledge in the conservation and representation of the past. Issues include cultural preservation, historical anthropology and archaeology, historical preservation, and the business of public history.

**HIS 277/377 Topics in Latin American History (3 credits each)**

The most important issues of Latin American history will be introduced in this course. Course focus will vary with each offering. Topics range in time from colonization to modern Latin America.

**HIS 282 Latin American History Survey I (3 credits)**

This course explores Latin American history from its Hispanic origins to the nineteenth century. Students will gain an appreciation of Hispanic and native environs. Focus includes the role of church and state, economic foundations, colonialism, and independence.

**HIS 283 Latin America History Survey II (3 credits)**

Chronologically following Survey I, this course follows Latin American history as it develops in the nineteenth and twentieth centuries. Students will examine political changes in Mexico, Argentina, Chile, Brazil, Peru, Cuba, Venezuela, Columbia, and other countries. Focus includes economic systems, revolution, class, race, gender, and imperialism. Students do not need Survey I to succeed in this course.

**HIS 335 United States Slavery (3 credits each)**

This course offers students the opportunity to develop an understanding of American slavery from the early trans-Atlantic trade to the end of slavery during the Civil War. Primary and secondary source materials offer the chance to analyze slavery as it changed over time and region. Topics include: race and slavery, the slave community, plantation agriculture, slave resistance, and the politics of slavery.

**HIS 248 African American History Survey (3 credits)**

This course offers a study of African Americans from the colonial period to the Civil Rights era. Students will pay special attention to the development of African-American identity, culture, and the quest for freedom and equality. Topics include the slave trade, slavery, the Civil War, Reconstruction, the Jim Crow era and the Civil Rights Movement.

**HIS 325 Junior Methodology and Research Seminar in History (3 credits)**

Required of all majors and minors. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation through historiography. In addition, seminar members will learn research strategies in secondary and primary sources, while bringing a critical, analytical reading to the discipline.

**HIS 334 Civil War & Reconstruction (3 credits)**

A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South.

**HIS 345 The American Civil Rights Movement (3 credits)**

Starting in the Reconstruction period and culminating in the 1960s, America's confrontation with inequality remains a central story. This course examines the origins and maturity of black Americans' efforts demanding freedom from discrimination. The course will address at least three main questions: First, how is the movement understood in the context of the longer black freedom struggle and resistance to segregation in the South? Second, why did the movement take place when it did? Third, how does the movement fit into our understandings of social movements? Prerequisite: HIS 202 or permission from the instructor.

**HIS 353 The French Revolution and Napoleon (3 credits)**

A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century.

**HIS 355 The Turn of the Century & World War I (3 credits)**

A study of the developments in Europe from the 1880s until 1920 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era.

**HIS 356 The Second World War & the Holocaust, Europe 1919-1945 (3 credits)**

A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world.

**HIS 357 The Second World War; Asia & the Pacific, 1919-1945 (3 credits)**

A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined.

**HISP 395 Academic Internship in Public History (3 credits)**

Students will submit an internship plan for work in a public history setting. Appropriate sites include museums, archives, state and federal historic sites, contract archaeology firms, and historic preservation businesses. This course requires departmental approval.

**HIS 410 Topics in Southern History (3 credits)**

This course will address themes historians deem important for understanding the American South's history. Course focus will vary with each offering. Topics range in time from the early colonial period to modern America. Special emphasis will be placed on evaluating historiographical arguments. Prerequisite: HIS 201 or 202, and one 300 level history course, also available with the permission of the instructor.



### **HIS 412 American Religious History (3 credits)**

What is religion's role and function for a society as religiously pluralistic as the United States? This course addresses the question of religion in a pluralistic society by studying the development of religion in America. Emphasis on change over time will illuminate how Americans have allowed religious diversity with a minimum of conflict. Topics include Native-American religion, European religion in colonial America, women and the church, evangelicalism, African American religious culture, and religious minorities. Prerequisites: HIS 201 and 202, or permission from the instructor.

### **HIS 425 Senior Research Seminar in History (2 credits)**

Required of all history majors; taken in the senior year, strongly recommended for minors. An exploration of various historical topics selected by students with faculty approval. This research course provides a framework for students to complete a detailed historical examination using primary and secondary sources. Students will develop original interpretations of the past while placing them within the context of extant scholarship.

### **HIS 491 Honors Seminar (3 credits)**

Admission to this course is by invitation of the history faculty. It stresses historiography, research design and techniques, and preparation of a student's own original research project.

### **HIS 497 Honors Research (3 credits)**

Admission to this course is restricted to those who have successfully completed HIS 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship.

### **HISP 498 Practicum in Library and Archival Science (3 credits)**

This practicum is an introduction to the skills and ideas behind library and archival science. Students will learn the basic principles of library management, how to access materials and electronic information, and effective ways of storing and preserving information.

## **Honors Courses**

### **HON 150 Honors Enrichment (1 credit)**

Weekly meetings with student Mentors and Honors faculty members. Supportive activities for community building, increasing self-responsibility, and assistance with Honors level assignments. Includes attendance at campus events and volunteer service projects in the greater community Required of all first year Honors students. Fall Semester.

### **HON 250 Introduction to Honors (1.5 credits)**

Introduction to the challenges of Honors through the study of selected readings, images, discussions, and experiences. Emphasis on encountering new ideas and concepts and developing an ability to express one's own ideas and insights with greater clarity and effectiveness. Required of all first year Honors students. Fall Semester, Demisemester I.



**HON 252 Ethical Issues Seminar (1.5 credits)**

A seminar focused the ethical dimension of selected major personal, social, biological, and/or environmental issues. Required of all first year Honors students. Fall Semester, Demisemester II.

**HON 270 Sophomore Honors Seminar I (3 credits)**

An interdisciplinary seminar focused on the foundations and development of civilization. Required of all sophomore Honors students. May be met by taking special Honors sections of SAGE 230 and SAGE 240.

**HON 300 Modern Civilizations (3 credits)**

An interdisciplinary seminar focused on modern civilizations. Required of all Honors students. Normally taken in the Spring Semester of the junior year.

**HON 361 Junior Seminar in Honors (3 credits)**

Honors students in the seminar will write and defend an integrative paper drawing together under a single theme the learning and experiences encountered in the Honors program. Additional readings on selected topics. Taken normally in the Spring Semester of the junior year.

**HON 400 Senior Honors Thesis (3 credits)**

A capstone experience in the General Honors Program. Each senior Honors student will pursue a major, mentored, research project in an area of intellectual interest to the student. The Director of General Honors may accept course work for Honors in a Major as fulfilling this requirement. Taken normally in the Fall Semester of the senior year.

**HON 290/390 Special Studies in Honors (1-3 credits)**

Study/travel to other cultures sponsored by General Honors Program or service/learning projects sponsored by the General Honors Program.

**HON 298/398 Teaching Practicum (1-3 credits)**

Student tutoring and mentoring in an Honors course.

## **Humanities Courses**

**HUM 110 The Meaning Of Life (3 credits)**

Through an engagement with some of the great texts, thinkers and ideas across the history of cultures, this course will introduce students to some of the key questions and methods of the humanities. Students will engage literary, philosophical and religious works that ask and answer questions such as: What is the good life? What is beauty? How do we address human suffering? What is the nature of human hope? Who is God? What are the bounds of human understanding and knowledge?

**HUM 220 Society, Ethics and Culture (3 credits)**

Through an engagement with some of the great texts, thinkers and ideas across the history of cultures, this course will introduce students to some of the key social and moral questions of the humanities. Students will engage literary, philosophical, and religious works that ask and offer possible answers to questions such as: How should individuals treat one another and why? What is the nature of the human

community – spiritual, political, social, familial? How do we address human conflict?

### **HUM 330 Junior Seminar in the Humanities (2 credits)**

This seminar is designed as an integrative experience for majors in Humanities. Students will study, discuss, and write about a theme of interest or a prominent writer that in some way integrates and/or traverses the humanities. This guiding theme will be chosen by faculty in consultation with students. Students will continue to develop skills in reasoning, analysis, and critical thinking. Juniors will begin to explore and develop a research plan on a topic in the humanities in preparation for their senior thesis.

### **HUM 440 Senior Seminar in the Humanities (2 credits)**

This seminar is designed as an integrative experience for majors in Humanities. Students will study, discuss, and write about a theme of interest or a prominent writer that in some way integrates and/or traverses the humanities. This guiding theme will be chosen by faculty in consultation with students. Seniors will collect and present a portfolio of their undergraduate work accompanied by a short synthesis paper that relates, and integrates the sum of their intellectual experiences in the humanities and other courses. Seniors will also write a senior thesis paper on a topic in the humanities. Honors candidates will use the seminar to test and refine the work they are doing on their honors theses.

## **Interdisciplinary Studies Courses**

### **IDS 401 Senior Experience in Interdisciplinary Studies (1 credit)**

This course is the senior capstone experience in the Interdisciplinary Studies major. Students will write a synthesizing essay focused on the theme and learning outcomes developed for the Interdisciplinary Studies contract and reflecting upon the integration of disciplines included in the contract. There will be an oral presentation and discussion of the essay involving faculty members from each discipline included in the major contract. As appropriate to the theme and learning outcomes of an individual Interdisciplinary Studies contract, IDS 401 may include other projects or experiences in addition to the synthesizing essay. This course is required of all Interdisciplinary Studies majors and is to be taken in the final semester of the senior year. Prerequisite: Interdisciplinary Studies majors only.

## **Literature Courses**

### **LIT 210 Classics of the Western Literary Tradition (3 credits)**

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition.

### **LIT 215 Black Mountain Poets (1.5 credits)**

This course will be a study of the major poets of Black Mountain College, The Black Mountain Review, and Donald Allen's The New American Poetry. Poets to be studied will include Charles Olson, Robert Creeley, Allen Ginsberg, Robert Duncan, and Denise Levertov. Students will write one major critical essay and produce a final project which may be an analytical paper or a portfolio of their own poetry written in response to the course readings.

**LIT 220 Classics of French Theater (3 credits)**

This course deals primarily with the heroic, tragic and comic French theater of the 17th century (Corneille, Racine and Molière), and the evolving social commentary of the early and late 18th century (Marivaux and Beaumarchais). Representative plays will be read, studied and situated in their literary and cultural context. All classes and materials are in English.

**LIT 225 French Poetry of the 19th Century (3 credits)**

This study of French poetic theory and practice focuses on one of the most exciting, innovative and diverse periods in the history of French literature. Several different authors, styles and poetic schools are studied in their literary and cultural context, with special attention to representative works by major poets. All classes and materials are in English.

**LIT 320 DADA, Surrealism and the Absurd in French Literature (3 credits)**

A study of the origin and development of DADA, Surrealism, and the absurd in French literature at the end of the 19th century and into the 20th century. Classes will focus on textual analysis of the work of several major writers, and on the literary, theoretical and cultural context in which they wrote. All classes and materials are in English. Some prior literature study is recommended.

**LIT 274 Japanese Cinema: An Introduction (1.5 credits )**

One of the most vital film industries in the world is that of Japan. The course will invite examination of the genre compared and contrasted to its western companions. Set off against background readings in Japanese culture by scholars like Richie, Reischauer, and Benedict, the course will view and examine key films from The Japan Society collection and others, including works by Kurosowa, Ozu, Ichikawa, Hani, and Oshima. SEVEN SAMURI, THE BURMESE HARP, TAMPOPO, THE FACE OF ANOTHER, AND MERRY CHRISTMAS MR. LAWRENCE will be among those films considered.

**LIT 275 Japanese Fiction: An Introduction (1.5 credits )**

An introduction to Japanese Fiction, a vital part of modern letters rooted in ancient Japanese culture and perhaps the first novel, The Tale of Genji. Texts will include works by Tanizake, Kawabata, Mishima, Abe, and Oe and projects will introduce Soseki, Dazai, and others. Historical perspective will be gained from works by Benedict, Keene, Richie, and Reischauer.

**LIT 325 French Renaissance Literature (3 credits)**

A study of French prose and poetry of the Renaissance. The course focuses on the lyric poetry of Ronsard, the exuberant, thought-provoking stories of Rabelais; and the humanist, autobiographical essays of Montaigne. Works studied will be placed in their literary and cultural context. Classes will focus on both textual analysis and consideration of major literary styles and theories. All classes and materials are in English. Some prior literature study is recommended.

# Mathematics Courses

## **MAT 060 Essential Mathematics (3 credits)**

Although this is a three-credit course, the credits do not count toward graduation. This course is a comprehensive study of mathematical skills. Its main objective is to provide a strong mathematical foundation for further study. Topics include: principles and applications of decimals, fractions, percents, ratios, and proportions, order of operations, geometry, graphs, measurement, and elements of statistics. Upon completion students should be able to perform basic computations and solve real-world, multi-step mathematical problems using technology where appropriate. Prerequisite: Completion of the Math Placement Test.

## **MAT 070 Basic Algebra (3 credits)**

Although this is a three-credit course, the credits do not count toward graduation. This course meets three times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 115. The topics will be structured to meet the individual needs of each student. A maximum of 9 credits may be earned from Math 070. Prerequisite: Math placement exam.

## **MAT 075 Intermediate Algebra (3 credits)**

Although this is a three-credit course, the credits do not count toward graduation. This course meets three times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 115. The topics covered will be structured to the individual needs of each student. A maximum of 9 credits may be earned from Math 075. Prerequisite: Math placement exam.

## **MAT 106 Mathematics: The Science of Patterns (3 credits)**

This course engages the student in various mathematical topics interweaving historical highlights and current developments. Its purpose is to extend the student’s ability to reason with quantitative information and to develop the critical thinking and quantitative reasoning skills needed to understand major life issues. Mathematical topics covered will vary. The student should achieve an appropriate score on Part A of the Mathematics Placement Exam before enrolling in this course. The student must complete the Mathematics Placement Test prior to enrolling in this course.

## **MAT 115 Precalculus (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. The course stresses concepts necessary for calculus, with particular emphasis on functions and their graphs, problem-solving and mathematical modeling, and an introduction to data analysis. This course will incorporate the use of computers and graphic calculators. The student must complete the Mathematics Placement exam prior to enrolling in this course. This course does not count toward a major in Mathematics. Prerequisite: An appropriate score on part B of the Mathematics Placement Exam, or permission of the instructor.

## **MAT 205 Statistics I (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. An introduction to elementary techniques of statistics reinforced and facilitated by



the use of a statistical computer package. This course emphasizes exploratory data analysis and the use of statistical inference in the study of population parameters. It includes both estimation and confidence interval testing procedures. The student must complete the Mathematics Placement exam prior to enrolling in this course. Prerequisite: An appropriate score on part B of the Mathematics Placement Exam, or permission of the instructor.

### **MAT 216 Topics in Discrete Mathematics (3 credits)**

A study of discrete models. Topics include graphs theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting principles with applications to coding and genetic codes, permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to algorithmic techniques. It is recommended for students of the social and natural sciences, as well as for majors in Business, Education, or Mathematics. Prerequisite: MAT 115 or Math placement exam.

### **MAT 221 Calculus I (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. The concept “function” is studied from graphical, numerical, and symbolic perspectives. Exponential, logarithmic, and trigonometric functions are reviewed and studied in detail. Derivatives are studied in detail, with emphasis on rates of change, tangent lines, and local linearity. Differential equations and initial value problems are introduced, with emphasis on geometric and modeling perspectives. Computers and computer labs are used throughout. The student must complete the Mathematics Placement exam prior to enrolling in this course. Prerequisite: Either MAT 115, appropriate scores on parts B and C of the Mathematics Placement Exam, or permission of the instructor.

### **MAT 222 Calculus II (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Differential equations and initial value problems are studied, with emphasis on geometric and modeling perspectives. Integration, symbolic and numerical, is studied in detail, with applications, including distance, area, volume, centers of mass, arc length, and probability. Sequences and series of numbers and functions are studied. Computers and computer labs are used throughout. Prerequisite: Either MAT 221 or permission of the instructor.

### **MAT 310 Multivariable Calculus (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green’s Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: MAT 222.

### **MAT 312 Linear Algebra & Applications (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of the general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of  $R^n$ , eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: MAT 222.



**MAT 317 Operations Research (4 credits)**

This course consists of theory and application of representative methods in operations research, including topics from linear programming, network analysis, dynamic programming, game theory, and queuing theory. Prerequisites: MAT 216 , MAT 312, and CIS 121 or permission of instructor.

**MAT 325 An Introduction to Axiomatic Systems & Abstract Algebra I (3 credits)**

An introduction to predicate logic and methods of proof in the contextual setting of elementary group theory. Topics will include equivalence relations, semigroups, groups, subgroups, normal subgroups, and quotient groups. Prerequisite: MAT 222 or permission of the instructor.

**MAT 340 Ordinary Differential Equations: A Model Theoretic Approach (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Throughout this course, mathematical models are used to introduce, illustrate, and motivate various concepts. Among the topics treated are first order equations, numerical methods, second order linear equations with applications to mechanical vibrations and harmonic motion, higher order linear equations, Laplace transform, series solutions, matrix methods for linear systems, and nonlinear systems. Computer experiments are designed to deepen understanding of concepts, and to carry the study of certain topics to further exploration. Prerequisite: MAT 312, or permission of instructor.

**MAT 343 Statistics II (3 credits)**

A brief review and continuation of MAT 205. Emphasis is on methods (both theory and implementation) for multiple regression and analysis of variance. A statistical software package is used as appropriate. Non-parametric methods are included. Prerequisite: MAT 205.

**MAT 350 Mathematical Modeling (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. This course is designed for the students to analyze, interpret, and criticize a collection of mathematical models arising in ecology, economy, science, etc. The deterministic view is adopted throughout the course. Among other models, the course includes decay of pollution, radioactive decay, plant growth, simple ecosystems, economic growth, population dynamics, chemical dynamics, and traffic dynamics. Computer experiments form an integral part of this course. Prerequisite: MAT 340 or permission of instructor.

**MAT 401 Introduction to Numerical Analysis (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Polynomial approximation, numerical differentiation and integration, numerical solution of differential equations, and numerical linear algebra are some of the topics covered in this course. Emphasis is placed on error analysis. Computer programs are implemented to investigate these topics. Prerequisites: MAT 312 and MAT 340.

**MAT 422 Abstract Algebra II (3 credits)**

This is an extension of the theory of algebraic structures including rings, fields, associative fields, etc. Associated topics such as category, morphism, isomorphism, coset, ideal, etc., are discussed. Some applications in other branches of mathematics and physics, genetics, and information theory are also included. Prerequisites: MAT 312 and MAT 325.

**MAT 450 Real Analysis (3 credits)**

This course develops the theory of calculus. Topics include topology of the real line, properties of continuous maps, sequences of functions, uniform convergence, the Riemann integral, derivatives and differential forms. Prerequisites: MAT 310 and MAT 325.

**MAT 479 Senior Seminar (2 credits)**

This course is open only to, and required of all, senior Mathematics majors, as well as of all senior Mathematics with Concentration in Computer Science majors. The student will set up a portfolio of his or her mathematical and related work, investigate mathematical literature, and give oral and written presentations.

## Music Courses

**MUS 110 Music Fundamentals (3 credits)**

This course requires no musical experience and focuses on the basic knowledge of music theory including how to read notes, rhythms and basic understanding of scales and harmony. The goal of this course is to apply the knowledge of music theory into actual musical performance, which may include singing, playing recorder, and playing piano.

**MUS 212 Basic Musicianship I (3 credits)**

A basic study of scales, harmony, intervals, notation and musical structure. Students learn basic rules of harmonic function and voice leading along with an understanding of the music from which these rules are derived. Prerequisite: MUS 110 or permission of instructor. Co-requisite: MUS 212L Aural Skills and Sight-Singing Lab

**MUS 212L Aural Skills and Sight-Singing Lab I (1 credit)**

Taken in conjunction with MUS 212 Basic Musicianship I, this lab allows the students to put into practice and experience aurally the theoretical concepts being studied. In addition, students will work to improve sight reading and sight singing skills, making them more independent musicians, regardless of their primary instrument. Co-requisite: MUS 212 Basic Musicianship

**MUS 213 Basic Musicianship II (3 credits)**

A continuation of MUS 212 Basic Musicianship I with further emphasis on analysis of larger forms of music. 3 credit hours. Prerequisite: MUS 212. Co-requisite: MUS 213L

**MUS 213L Aural Skills and Sight-Singing Lab II (1 credit)**

Taken in conjunction with MUS 213 Basic Musicianship II, this lab allows the students to put into practice and experience aurally the theoretical concepts being studied. In addition, students will work to improve sight reading and sight singing

skills, making them more independent musicians, regardless of their primary instrument. Co-requisite: MUS 213 Basic Musicianship

### **MUS 115 Piano for Beginners (3 credits)**

The course offers the student an opportunity to learn basic piano technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required. Music minors must demonstrate piano proficiency as would be expected on completion of one semester of this class.

### **MUS 218 Intermediate Piano Class (3 credits)**

A continuation of MUS 115 Piano for Beginners. The student will expand on the technique learned in MUS 215 and apply it to more complex repertoire. This course is designed for the student who would like to progress on to private piano study. Prerequisite MUS 215 or permission of the instructor.

### **MUS 120 The Art of Singing (3 credits)**

Designed for students with an interest in singing who have had no previous formal private instruction. Topics considered include the anatomy of the voice, basics of breathing, phonation, enunciation and tone production. Students will be expected to perform as solo artists for their classmates. No previous music experience is required for this course.

### **MUS 130 Guitar for Beginners (3 credits)**

The course offers the student an opportunity to learn basic guitar technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. Each student must provide his/her own guitar. No previous musical experience is required.

### **MUS 140 Bagpiping for Beginners (3 credits)**

The course offers the student an opportunity to learn basic bagpipe technique and traditions, along with rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required.

### **MUS 254 Musics of the World (3 credits)**

Examines various traditional and popular musics from around the world. Central to the process is an investigation of the stylistic and cultural aspects of each genre considered. At least one musical culture from each of the following regions is considered: Africa, East Asia, South Asia, Southeast Asia, South America, and North America. No previous musical experience is required.

### **MUS 256 Introduction to Music Literature (3 credits)**

A broad overview of music in the Western European tradition, with particular attention to the interplay of historical, cultural, aesthetic, and philosophical trends that influenced it.. All major stylistic periods will be considered, beginning with the medieval and ending with trends in contemporary art music.

### **MUS 260 Contemporary Music (3 credits)**

A broad overview of Contemporary Music from the early Twentieth century to the recent musical scene. Through this course, the students will learn the standard

repertoire of Twentieth and Twenty-first century avant-garde music and its influence on popular music. Topics include: Impressionism, Dadaism, Serialism, Sound Mass, Indeterminacy, Minimalism, and Electroacoustic music.

#### **MUS 274 Musics of the Celtic World (3 credits each)**

A survey of the musical traditions found among the Celtic peoples of Western Europe, including the traditions of Scotland, Ireland, Brittany, Galicia, and Wales. Discussions will consider the historical backgrounds and cultural concomitants of each music studied. Students will do extensive listening, supported by the St. Andrews “Thistle and Shamrock” Archives. Guest lecturers/performers will provide additional insight into various aspects of Celtic music.

#### **MUS 250 Selected Topics in Contemporary Music (3 credits)**

This course will address sub-genres of either popular or art music created between 1900 and the present. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. May be repeated for credit.

#### **MUS 365 Selected Topics in Western Art Music (3 credits)**

This course will address sub-genres of music in the Western art tradition created prior to 1900. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. Prerequisite: MUS 110 Music Fundamentals or permission of the instructor. May be repeated for credit.

#### **MUS 275 Selected Topics in World Music (3 credits)**

This course will address genres music indigenous to non-Western cultures. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. May be repeated for credit.

#### **MUS 447 Portfolio (1 credit)**

Taken in the senior year, but incorporating all of the student’s experiences in music, the student will create a portfolio representing their musical accomplishments while at St. Andrews. The student will present this Portfolio, along with a performance of selected repertoire studied at St. Andrews in a public performance. Required of students with a declared minor in music.

### **Ensembles**

Ensembles are open to all students of the college. Auditions are required. Students enrolled in performing organizations are required to participate in all performances of those organizations.

#### **MLE 103 College Choir (1 credit)**

Open to all interested students by audition. Auditions are held during orientation and during the first week of each semester. All music is for mixed choir (either SATB or SAB). Although no previous choral experience is required, basic music reading skills are helpful. Ensemble membership requires weekend performances in area churches as well as performances at various community and college functions. Prerequisite: audition and permission of instructor. May be repeated for credit.

**MLE 106 Beginning/Intermediate Bagpipe Band (1 credit)**

An ensemble for less experienced pipers and drummers and those who have taken MUS 240, Bagpiping for Beginners, or have appropriate previous experience as determined by the instructor. May be repeated for credit.

**MLE 109 St. Andrews Bagpipe Band (1 credit)**

Open to experienced pipers, drummers, and Scottish dancers by audition. Membership in this ensemble requires weekend performances at competitions and at local churches. The band is frequently called upon to play for community and college functions. May be repeated for credit.

**MLE 215 Chamber Choir (1 credit)**

An advanced ensemble opportunity for students already participating in Concert Choir which will allow performers to explore music composed for smaller, more specialized ensembles. Repertoire will include jazz, pop, and classical vocal music of the 20th and 21st centuries, along with music of the renaissance period. Prerequisite: Audition and permission of the instructor. Co-requisite: Membership and participation in MLE 103 College Choir. May be repeated for credit. May be repeated for credit.

**Applied Music**

Applied music study is available to all students at the special fee scale listed in the cost section of this catalog. Weekly lessons are available for 30 minutes (1 credit) in the beginner/intermediate level and for 1 hour (2 credits) in the intermediate/advanced level. Students may choose as areas of concentration: piano, voice, guitar (including bass guitar) and high woodwinds (flute, clarinet, oboe).

Beginner/Intermediate Level (30 minute lesson, 1 credit)

MLE 0X1	Non-credit
MLE 1X1	First year
MLE 2X1	Second year
MLE 3X1	Third year
MLE 4X1	Fourth year

Intermediate/Advanced Level (1 hour lesson, 2 credits)

Audition required

MLE 0X2	Non-credit
MLE 1X2	First year
MLE 2X2	Second Year
MLE 3X2	Third year
MLE 4X2	Fourth year

The first digit of the course number represents the number of years of applied music study at St. Andrews: 1=one year, 2=two years, 3=three years, 4=four years. The second digit refers to the applied area: 4=guitar and bass guitar, 5=voice, 6=piano, 7=high woodwinds (flute clarinet, oboe), 8=bagpipe. The third digit refers to the length and level of the student lesson: 1=beginning/intermediate for 1 credit, 2=Intermediate/advanced for 2 credits. Each level may be repeated once for credit.



# Philosophy Courses

## **PHI 100 Introduction to Philosophy (3 credits)**

A consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as the first course in philosophy.

## **PHI 203 Introduction to Logic (3 credits)**

A study of argumentation, formal and informal. The recognition of arguments, the detection of informal and formal fallacies, the testing of validity with Venn Diagrams, the use of techniques for translating ordinary language into standard forms, and the use of techniques for defining terms will be studied.

## **PHI 205 Introduction to Symbolic Logic (1.5 credits)**

A course in how to render ordinary language arguments into symbolic form and how to test them for validity. The principles of both propositional and predicate logic will be studied.

## **PHI 212 Ethics (3 credits)**

An introduction to moral reasoning that focuses on a variety of contemporary moral problems such as abortion, euthanasia, the treatment of animals, social justice, and capital punishment. Students will learn to clarify and defend their views on such issues, and they will deepen their understanding of the nature of morality.

## **PHI 216 Existentialism (3 credits)**

The philosophy of existence, studied through the works of such thinkers as Kierkegaard, Heidegger, Nietzsche, Sartre, and Jaspers. Existentialism in its influence in political theory, literature, and the fine arts is also treated.

## **PHI 231 Business Ethics (3 credits)**

An analysis of the different positions people take on the moral issues involved in the conduct of business. Topics such as work safety standards, preferential hiring, responsibility for the environment, truth in advertising, government regulation, and consumer rights will be examined. In addition, the course will study several important theories of economic justice.

## **PHI 232 Aesthetics: The Visual Arts (1.5 credits)**

A study of twentieth century theories of the visual arts. We will examine the creative process, what our arts tell us about our sensibilities, and how people come to appreciate (or why they fail to appreciate) art. Particular attention will be paid to theories of non-representational art. We will read authors such as Karsten Harries, Kenneth Clark, and Jose Ortega y Gasset.

## **PHI 233 Aesthetics: The Literary Arts (1.5 credits)**

A study of philosophical theories about prose and poetry. We will read authors such as Frank Kermode, Susanne Langer, Friedrich Nietzsche and Michael Polanyi.

## **PHI 245 Ethical Issues in Technology and Society (3 credits)**

This course will examine the ethical and philosophical issues that emerge from technological developments. From gunpowder to the personal computer, technology

has had a profound impact on the way we live. Today, new developments in genetics and information technology confront society with issues concerning right to privacy, how to define human life, and the threat of eugenics. This course will examine the implications of controversial technologies such as these. Examples from the past and present will be used. The relationship between science, technology, and society will also be explored.

**PHI 246 Environmental Philosophy (3 credits)**

An exploration of ethical and conceptual problems arising out of humanity's relation to nature. Topics include the value of wilderness, the concept of nature, our obligations towards other animals, deep ecology, and ecofeminism. In addition to developing reasoned views on such topics, students will acquire a basic understanding of major environmental problems. If taken for upper-level credit, students will be required to complete additional, more advanced, reading and writing assignments.

**PHI 301 The Beginnings of Philosophy (3 credits)**

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.

**PHI 302 Jewish, Christian and Islamic Philosophy (3 credits)**

A study of philosophy as created by Jewish, Christian and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contribution of such men as Augustine, Anselm, Averroes, Maimonides and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.

**PHI 303 Modern Philosophy and Scientific Revolutions (3 credits)**

A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and humanity. The course concentrates on the major figures from Descartes to Kant.

**PHI 304 Recent Philosophy and Technological Revolutions (3 credits)**

A study of the impact of the industrial and post-industrial revolutions on philosophy and the reaction of philosophers of the 19th and 20th centuries to historicism and social change.

**PHI 310 Philosophy of Language (3 credits)**

A study of the major contending theories of language in 20th century British, French and American philosophy: logical positivism, ordinary language philosophy, language on the model of a game, and postmodernism. Prerequisite: PHI 203 and at least one additional course in philosophy.

**PHI 318 Social and Political Philosophy (3 credits)**

An examination of the theories of society which are original and most influential. The course emphasizes the essential structures of these theories, which are contemporary as well as classical. Both problem-oriented and historically oriented methodologies will be used in the study.

**PHI 324 Critical Studies in Philosophy (1.5 credits)**

A study of some important philosopher or philosophical movement or text. The course will also sample some of the critical secondary literature concerning its focal topic. The course may be taken repeatedly provided the focal topic is different. (This course meets the requirement for senior seminar).

**PHI 325 American Philosophy (3 credits)**

A sample of several well-known American philosophers such as William James, John Dewey, Sidney Hook, and Richard Rorty. A central problem addressed will be whether there is a distinctively “American Philosophy.”

**PHI 333 Philosophy of Law (3 credits)**

An analysis of the major philosophical issues concerned with legal concepts such as “liberty,” “responsibility,” and “law” itself. The course will study historically significant treatments of these topics as well as current discussion of them. Prerequisite: PHI 203 and at least one additional course in philosophy.

**PHI 341 Philosophical Issues in Mass Communication (3 credits)**

An investigation of the impact of electronic communication on our thought processes. Attention will be paid to recent historical shifts in the way we think about nature, personal relationships, vocation, social conformity, and moral value; to the connection between technological developments in media and “postmodernism” and to the future impact instantaneousness is likely to have on our awareness and on our social configurations.

**PHI 349 Bioethics (1.5 credits)**

Advances in medicine and biotechnology have brought a number of ethical issues to the fore. Ethical theories will be discussed and applied to topics such as: patient consent, medical experimentation, euthanasia, and the new reproductive technologies. The course should be of interest to students in the sciences, or those interested in the health professions. However, a knowledge of science is not assumed. Prerequisite: Upper level standing, or consent of instructor.

**PHI 350 Ethical Theory (1.5 credits)**

This course will examine the three main ethical theories of the Western philosophical tradition: virtue ethics, deontological ethics, and utilitarianism. Emphasis will be placed on primary sources, such as Aristotle, Kant, Bentham and Mill. Both historical and contemporary perspectives will be covered.

**PHI 448 Phenomenology (3 credits)**

A study of selected works in the 20th century French and German philosophy from Husserl to Sartre and of the American philosophers influenced by this method of philosophical description. We will explore applications of phenomenology to a wide variety of fields (e.g. the social sciences, psychology, art history, and ethnology) and evaluate its contribution to learning in those fields.

**PHI 465 and RST 465 Senior Seminar (2 credits)**

Philosophy and Religious Studies Seminar for seniors. Meets with PHI 365/RST 365. Required of all seniors majoring in Philosophy and Religious Studies. Application of learning in the major to a discussion and analysis of a current issue in philosophy or religious studies, including analysis and discussion of recent literature

on current issues. Synthesis in a major essay the learning as a Philosophy and Religious Studies major around a single theme.

## **Physical Education (PE) Activity Courses**

No more than 3 PE activity credits may be counted toward graduation.

### **PE 150 Horsemanship Basics**

This class is designed for students who wish to ride in the St. Andrews Equestrian Program but have no experience with horses. Students will learn how to halter and lead a horse, safety procedures, grooming, mounting and dismounting, two-point position, and the basic aids that are used to communicate with a horse while mounted. The class will meet 10 times during the semester. A fee is required for this course.

### **PE 200 Adapted Physical Education (1 credit)**

This course is designed to meet the needs of students with disabilities as they participate in physical education, recreation, and sports. The activities presented in the course will be selected to meet the interests and capabilities of the enrolled students. PE/SM majors enrolled in SS 234 will assist in the course.

### **PE 202 Intercollegiate Equitation (1 credit)**

This course is designed for participants in Intercollegiate Horse Show Association (IHSA) Hunter Seat and Western shows or Intercollegiate Dressage Association (IDA) shows. Participants must be team members in good standing for fall and spring semesters and will register for the class in the spring. Registered students who quit the team or who are dismissed from the team will either withdraw from the class or receive a failing grade. Prerequisite: PE 261 and permission of instructor.

### **PE 205 Horseback Riding for Students with Disabilities (1 credit)**

This course will enable students to develop basic horsemanship skills. This class is offered to meet the need of riders with no experience and progress the rider to their next level of riding. Riders will progress through a rank system based on practical skill and theoretical understanding. Prerequisites for this course are a completed physician statement and the completion of appropriate paperwork. Please be advised that there are medical precautions and contraindications for this activity that must be met according to NARHA so permission of the instructor is required prior to registration. A fee is required for this course.

### **PE 210 Swimming (1 credit)**

An introduction to the basic skills and principles of swimming as a lifetime fitness activity.

### **PE 211 Tennis (1 credit)**

An introduction to the basic skills, rules, and etiquette for the game of tennis as a lifetime recreation activity.

### **PE 212 Golf (1 credit)**

An introduction to the basic skills, terminology, rules, and etiquette of golf as a lifetime recreational activity. Fees required for course.

**PE 213 Soccer (1 credit)**

An introduction to the basic skills, terminology, rules, and strategy of soccer as a lifetime recreational activity.

**PE 215 Volleyball (1 credit)**

An introduction to the basic skills, rules, terminology, and strategy of volleyball as a lifetime recreational activity.

**PE 220 Basketball (1 credit)**

An introduction to the basic skills, rules, terminology, and strategy of basketball as a lifetime recreational activity.

**PE 223 Beginning Weight Training (1 credit)**

An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.

**PE 246 Advanced Weight Training (1 credit)**

An advanced study and activity in compassing knowledge of different muscle groups, and various training techniques for lifetime wellness.

**PE 249 Principles of Taiji (1 credit)**

A basic introduction to the Chinese exercise/discipline of Taiji (T'ai Chi). Students will become familiar with the history of Taiji and its links with Chinese philosophical and medical traditions. They will learn the fundamental principles of internal energy flows, the dynamics of harmonious, balanced movements, and the importance of focused relaxation to reduce stress. Students will engage in conditioning exercises and learn stances and the proper sequence of postures (or forms). The goal for each student is to master at the introductory level the full 24-form routine using the modified Yang style of Taiji.

**PE 253 Lifetime Activities (1 credit)**

Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Students will participate in a variety of activities that are considered lifetime sports or activities. Students will learn an understanding about the benefits, theories or rules for each activities or sport. Individual and Team sports covered but not limited to are walking, jogging, weight lifting, basketball, soccer, and volleyball.

**PE 261 Equitation I (1 credit)**

An introductory course to the St. Andrews Equestrian Program offering students the opportunity to develop their skills in their riding discipline. This course is required for all students wishing to ride no matter what their skill level. Students will work through the St. Andrews Equestrian Program ranking system, which emphasizes development of a good working position enabling the rider to effectively communicate with the horse in a non-abusive manner. A fee is required for this course. Prerequisite for 261: Previous experience with horses. Riders must be able to tack up their own horse, without supervision, mount adjust stirrups and girth safely or EQ150 Horsemanship Basics. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.



**PE 262 Equitation II (1 credit)**

This course will continue to develop the student's knowledge and skill of their discipline. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. Prerequisites: PE 261 All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

**PE 263 Equitation III (1 credit)**

This course will continue to develop the student's knowledge and skill in their discipline. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. A fee is required for this course. Prerequisite: PE 262. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

**PE 265 Intercollegiate Athletics (1 credit)**

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the 21 intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265. No more than 3 PE activity credits may be counted toward graduation.

## Physics Courses

**PHY 104 Introductory Astronomy (4 credits)**

An in-depth survey of the universe beyond Earth. The course includes: a) observation of planets, moons, stars, and galaxies; b) physical description of their properties and motions, and c) explanations of some features of their properties and motions as provided by basic laws of physics. Three hours of class and one laboratory session per week, plus observation sessions, held mostly at night. Some high school level algebra is needed. Students must have taken the Math Placement Test before enrolling in the course.

**PHY 201 College Physics I (4 credits)**

Basic concepts in the fields of mechanics, sound, and heat. Three hours of lecture and three hours of laboratory per week. Prerequisite: an average background in high school mathematics will be needed.

**PHY 202 College Physics II (4 credits)**

Basic concepts in electricity, magnetism, and light, plus a brief introduction to modern physics. Three hours of lecture and three hours of laboratory per week. Prerequisite: PHY 201.

**PHY 211 General Physics I (4 credits)**

The fundamental laws of mechanics, sound and heat presented at a level appropriate for students planning careers in science or engineering. Three hours of lecture and three hours of laboratory per week. Prerequisite: MAT 221.

**PHY 212 General Physics II (4 credits)**

The basic principles of electricity, magnetism, and optics. Presented at a level appropriate for science and 3-2 engineering students. Three hours of lecture and three hours of laboratory per week. Prerequisites: PHY 211 and MAT 222.

**PHY 305 Analytical Mechanics (3 credits)**

Development of mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies. Harmonic motion and motion in central force fields are among the topics considered. Prerequisites: PHY 211 and MAT 310, or permission of the instructor.

## **Politics Courses**

**POL 201 Introduction to American Government (3 credits)**

An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. Required course for the major and minor and for upper-level offerings in behavior, law and contemporary issues. Offered every year.

**POL 211 Introduction to International Politics (3 credits)**

A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global systems. Required course for the major and minor and for all upper level offerings in international politics, comparative politics, area studies, and contemporary issues. Offered every year.

**POL 225 Contemporary Issues (1.5 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demisemester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor.

**POL 231 Introduction to Law (3 credits)**

An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, and drug laws. Career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, writing of briefs. Required course for all upper level politics courses in law and Politics' internships in law related fields. Offered every other year.

**POL 242 Emerging Leaders (1 credit)**

For students in leadership positions on and off campus. Readings in the theory, practice, evaluation, and development of leadership. Practical application of leadership theory to the practice of leadership. Establishment and evaluation of leadership goals. Available both terms. Offered every year. Must apply and be accepted in the Emerging Leaders Program to enroll.

**POL 250 Contemporary Issues (3 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor.

**POL 266 Politics of Sex (3 credits)**

An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual imaging from the individual to the societal level. Offered every other year.

**POL 267 Political Issues in Global Perspective (3 credits)**

Introduces the student to selected issues of global importance by utilizing diverse, multicultural sources. Examples of such issues include the legacies of colonization, relations of rich and poor countries, sustainable development, environmental threats, terrorism, and universal human rights. Especially suitable for first-year students who want to study topics in the news using fresh approaches.

**POL 276 Politics of Behavior (3 credits)**

An introductory exploration of the political dimension of everyday behavior in such settings as the classroom, family, museums, prisons, the media, mental institutions, the armed services, and factories in relationships as between lovers, doctor and patient, child and parent, and officer and soldier. Required course for all upper level courses in behavioral politics and in leadership development. Offered every other year.

**POL 304 Democracies (3 credits)**

Examines both the older and newer democracies, within a framework of democratic political theory. Applications are made to contemporary democratic systems and the problems of democratic governance. Issues examined include transitions from authoritarian systems, economic development, comparative cultural values and democracy, electoral systems, money influences on representation, and prospects for reform. Prerequisites: POL 201 and 211, or permission of the instructor with junior or senior standing.

**POL 309 Area Studies (3 credits)**

The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Examples include: Non-Western Areas, Asia, Africa, South Asia, West Asia, India, China, and Vietnam. Prerequisites: POL 201 and POL 211, or permission of the instructor. Offered every year. May be repeated for credit.

**POL 310 Area Studies (1.5 credits)**

A study of the politics, culture and history of a selected area of the world. Examples include: Indonesia, Vietnam, India, South Africa, and Korea. Prerequisites: POL 201 and POL 211, or permission of the instructor. May be repeated for credit.

**POL 319 Junior Seminar (3 credits)**

Politics seminar for junior majors. Meets with POL 419 (see description). Required of all juniors majoring in Politics. Offered every year in the Spring Semester.

**POL 323 Conflict Resolution (3 credits)**

A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Prerequisites: Junior or Senior standing or permission of the instructor. Offered every other year.

**POL 325 Constitutional Law: Historical Cases (1.5 credits)**

A demisemester course in Constitutional Law that features great historical cases. Prerequisites: POL 201 and POL 231 or permission of the instructor.

**POL 335 Constitutional Law: Civil Rights (1.5 credits)**

A demisemester course in Constitutional Law that features civil rights cases. Prerequisites: POL 201 and POL 231 or permission of the instructor.

**POL 340 Contemporary Issues (3 credits)**

A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism, and Religion and Politics. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. May be repeated for credit.

**POL 342 Contemporary Issues (1.5 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demisemester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. May be repeated for credit.

**POL 345 Constitutional Law: Current Cases (1.5 credits)**

A demisemester course in Constitutional Law that features contemporary cases. Prerequisites: POL 201 and POL 231 or permission of the instructor.

Note: The three Constitutional Law courses, POL 325, POL 335 and POL 345, are not sequential. Students may take any or all of them in any order as long as the basic prerequisites for each are satisfied.

**POL 355 Issues in American Foreign Policy (3 credits)**

The course analyzes strategic approaches to the conduct of American foreign policy in the context of a changing international environment. Topics examined include



defense and security, Presidential-Congressional tensions, multilateralist and unilateralist doctrines, diplomacy and the use of force. Selected global issues and regional and bilateral relationships will be studied as time permits. Prerequisites: POL 201 or POL 211.

### **POL 366 Politics of Sex (3 credits)**

An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Prerequisites: POL 276 or permission of the instructor. Offered every other year.

### **POL 419 Senior Seminar (3 credits)**

Required of all senior majors in Politics. Application of learning in the major to a discussion and analysis of current national and political issues and to a discussion and analysis of recent literature on current politics. Evaluation of the Politics major and curriculum. Juniors enrolled in POL 319 will conduct work on career and vocational development. Seniors will synthesize in a major essay their learning as a Politics major around a single theme. Students pursuing honors in Politics will enroll in POL 497 (4 credits) during the fall semester of their senior year and in this seminar in the spring semester as part of their six-credit requirement. Offered every year in the Spring Semester.

## **Psychology Courses**

### **PSY 101 Introduction to Psychology (3 credits)**

An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior.

### **PSY 150/350 Departmental Seminar (2 credits each)**

This course will focus on career exploration, professional development, ethical issues, course progression and program development. It is designed to facilitate an understanding of how students can best participate in the process of gaining an education in psychology. Students will take the seminar once in their freshman or sophomore year and once in the spring of their junior or senior year. Establishment and development of the student portfolio demonstrating competency in the following areas will be required: 1) knowledge base; 2) ethics; 3) oral and written communication skills; 4) information gathering skills; 5) analytical skills/research methods; 6) interpersonal skills; 7) practical application; and 8) resume or vita. Juniors or seniors will take the Major Field Achievement Test.

### **PSY 202 Research Methods in Psychology (4 credits)**

A study of the methods of research design employed in psychology. This course includes discussion of appropriate methodology for conducting research in psychology and its related fields, as well as demonstrations and other experimental investigations of selected topics. Laboratory work develops skills in designing and conducting experiments and scientific report writing. Prerequisites: PSY 101 and Math 205. (Offered every year, generally in the Spring semester.)



**PSY 220 Child and Adolescent Development (3 credits)**

This course covers the cognitive, emotional, social, physical, and moral development of children from infancy through adolescence. Basic theories of developmental psychology, the role of biology vs. environment, and the role of scientifically derived information as applied to children's development will be explored. Prerequisite: PSY 101.

**PSY 232 Biopsychology (3 credits)**

A study of the basic concepts of the biological bases of behavior. The impact of methods and technology on research findings will be investigated, and the relationship between nervous and endocrine system structure and function in animal and human behavior will be examined. Prerequisite: PSY 101. (Offered every year, generally Fall semester.)

**PSY 244 Abnormal Psychology (3 Credits)**

Abnormal psychology is the study of mental and behavioral disorders (also called mental illness, psychological disorders, or psychopathology) – what they look like, why they occur, how they are maintained, and what effect they have on people's lives. The course will examine biological, psychodynamic, behavioral, and cognitive explanations for mental/behavior disorders. Prerequisite: PSY 101. (Offered every year, generally Fall semester)

**PSY 260 Psychology in Legal Contexts (3 credits)**

This course will emphasize psychological theory and principles as applied to police work, jury dynamics, civil commitment, forensic assessment of competency and insanity, eyewitness identification and testimony, the psychology of victims, and treatment in the correctional system. Psychological "tools" such as hypnosis, voiceprints, anatomically correct dolls, and lie detectors will also be discussed in the context of their utility and accuracy.

**PSY 314 Counseling Psychology (3 Credits)**

Basic processes of counseling (e.g., listening skills, rapport building, and reflection) are discovered through theoretical study and role-play. These processes will be considered in light of specific behavior and adjustment problems. Students will be expected to begin and continue a life-long process of self-evaluation as a person in a helping role. Prerequisite: PSY 101 and either PSY 220 or 244 Abnormal, or permission of instructor.

**PSY 325 Drugs and Behavior (3 credits)**

An examination of the biochemical and physiological systems that mediate the effects of psychoactive drugs on behavior and mental processes; consideration of the biological, psychological, and sociological explanations for drug use/abuse; classification systems: how and why specific drugs work; regulatory and legal issues; drug use among special populations (adolescents, women, athletes, HIV/AIDS); and issues of education, prevention, and treatment. Prerequisite: PSY 101, CHE 201, BIO 201 or BIO 221.

**PSY 331 Social Psychology (3 credits)**

Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice,

interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

**PSY 335 Organizational Behavior (3 credits)**

Integrates the study of social psychology and management, and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Prerequisites: PSY101, BUS 100 or BUS 331.

**PSY 337 Personality Theory and Research (3 credits)**

The study of current and classical theories of personality and advances in personality research. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

**PSY 343 Learning and Motivation (3 credits)**

This is a course designed to develop an understanding of the elementary principles of learning and motivation, and of how experience and biology interact to organize, activate, maintain, and change behavior. Students will explore the nature of change due to learning and seek generic principles of adaptive change. Topics covered will include classical and operant conditioning, reinforcement, punishment, forgetting, vicarious learning, individual differences, attention, drives, instincts, aggression, achievement, attitudes, affiliation, attraction, and emotion. Prerequisites: PSY 101 and either junior standing or permission of instructor.

**PSY 360 Psychological Evaluation & Assessment (3 credits)**

This course focuses on psychological testing and the statistical, psychometric, and ethical concepts that are incorporated in this area of psychology. The course will blend theoretical and applied material, providing students with a rationale and a basic understanding of the assessment process. Included will be a basic review of techniques and instruments used in psychological testing (e.g., intelligence tests, personality tests). Additionally, the course will prepare students to be informed consumers as test users or test takers. Prerequisites: PSY 101, MAT 205, PSY 202.

**PSY 433 Cognitive Neuroscience (3 credits)**

An in-depth study of the science that seeks to comprehend the relationship between brain and mind, moving from a knowledge of nerve cell structure and function to a level of understanding how biological events give rise to behaviors and consciousness. The course will consider the biological bases for higher-level perceptual functions, attention, memory, language, motor control, and consciousness, and will include study of the roles of cerebral lateralization and specialization, executive functions and the frontal lobes of the brain, and plasticity. Prerequisites: PSY 101, and PSY 202, and PSY 232..

**PSY 434 Perception (3 credits)**

Focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. Overview of the sensory systems, of advanced methodologies as applied to sensory-perceptual processes and selected topics of special interest. Prerequisites: PSY 101, and PSY 202, and PSY 232.

### **PSY 438 Applied Psychology (3 credits)**

Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult life styles and physical and psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Prerequisites: PSY 101 and PSY 202.

### **PSY 440 Psychology of Persuasion & Influence (3 credits)**

In contemporary society, we are faced with continuing attempts to persuade and influence us to think, feel, and act in particular ways. This course addresses classic and contemporary theories and research regarding influence and persuasion from areas such as: media advertising and marketing, film, music, consumerism, politics, the internet, cult indoctrinations, health care, the environment, groups in action, and cultural values. Prerequisites: PSY 101, PSY 202 or BE 333 or BE 364, or permission of instructor.

### **PSY 445 History & Systems (Senior Seminar) (3 credits)**

A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. Prerequisites: PSY 101, PSY 202, senior standing, or consent of the instructor. (Offered every year, generally in the Spring semester)

### **PSY 390/490 Special Topics in Psychology (1-3 credits each)**

### **PSY 391/491 Honors in Psychology (3 credits each)**

### **PSY 395/495 Internship in Psychology (1-3 credits each)**

### **PSY 398/498 Research or Teaching Practicum (1-3 credits each)**

## **Public History Courses (see History)**

## **Religious Studies Courses**

### **RST 100 Quest for Religious Meaning (3 credits)**

The field of religion explores the ultimate questions of human being, meaning, and value. How did the world come to be as it is? Why is there pain and suffering? Is there a plan for individual life, for human history, for the world? Is the cosmos in which we live fundamentally hostile, neutral, or caring and supportive of our being? This course examines a variety of methods used for responding to such questions within the academic study of religion. It inquires into major themes of various religions and addresses critical issues in religion and ethics with regard to their impact upon our lives today. Recommended as a first course in religious studies.

### **RST 105 Ethical Topics (3 credits)**

Depending upon the needs and interests of students, this course will explore a range of issues with ethical implications for persons of faith, including such topics as

sexual ethics, “matters of life and death” (abortion, eugenics, euthanasia), and ecotheology.

**RST 120 The Bible Today** (3 credits)

This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The widely accepted methods of current historical biblical scholarship will be employed.

**RST 203 Sex, Gender and Religion** (3 credits)

This course considers how religions have shaped ideas about sex, sexuality and gender roles.

**RST 204 Martin Luther King, Jr.: His Mission and Message** (1.5 credits)

This course surveys Martin Luther King, Jr.’s activity in the civil rights movement and the theology, political theory, and social vision that supported that activity. Students will read key texts written by MLK himself as well as secondary material.

**RST 205 Religion in Stories, Plays and Films** (3 credits)

An exploration of religious questions and affirmations as these are encountered in selected novels, short stories, plays, and films.

**RST 210 Introduction to Practical Theology** (3 credits)

This course serves as an introduction to some of the key elements of ministry in the Christian parish. These subjects include human and faith development, family systems theory, group theory, and theology of ministry.

**RST 212 Introduction to Christian Education** (2 credits)

A blend of class work and field experience, this course serves as a general introduction in which each student will develop his/her own philosophy of Christian Education, informed by major thinkers and trends in the discipline. Sufficient hours will be scheduled to meet the credit hour requirements for a 2 credit course.

**RST 240 Christian Origins** (3 credits)

This course traces early Christian origins from Jesus through the establishment of the early church. It offers an introduction to early Christian literature and Christian theology. Key Christian doctrines such as salvation, incarnation, trinity, etc. will be explored.

**RST 242 Spiritual Journey** (3 credits)

This course surveys the history of Christian spirituality. Students are encouraged to explore ways in which the experiences of men and women in history have shaped their convictions and how, in turn, their religious convictions informed their interpretation of their experience. There is also opportunity to consider the implications that this interaction of faith and experience may hold today.

**RST 270 Religion in the Middle East** (3 credits)

An introduction to the role religion (Judaism, Christianity, and Islam) has played, from ancient times to the present, in the troubled history of the Middle East. Focus



upon contemporary Israel, the Palestinians, Christians within Israel, and Israel's Arab/Muslim neighbors.

**RST 272 Religions of India and South Asia (3 credits each)**

An introduction to the origins, historical developments, basic beliefs and practices of Hinduism, Jainism, Sikhism (India) and Theravada Buddhism (Shri Lanka).

**RST 275 Religions of China (3 credits each)**

An introduction to the origins, historical developments, basic beliefs and practices of Taoism, Confucianism, and Mahayana Buddhism in China.

**RST 301 Religion and Women's Studies (3 credits)**

This course explores the interaction between the fields of religious studies and women's studies. The course explores several methodological approaches to this area of study, but Christian feminist theology is emphasized.

**RST 303 African Americans, Religion and Social Change (3 credits)**

This course explores the connections between theology and African American liberation movements from the 1950s to the present. The course focuses on religious beliefs and ethical commitments that have inspired and shaped African Americans' work for social change.

**RST 306 Religion in the Southern Ethos (3 credits)**

This course traces historically the substantive role that religion has played in the creation of what is identified in several disciplines as the "Southern Ethos."

**RST 307 Religion and Psychology: Freud, Transactional Analysis, and Jung (3 credits each)**

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Sigmund Freud, Transactional Analysts, and Carl Jung in dialogue with representative 20th century, mostly mainstream Protestant, theologians (e.g. Richard Niebuhr and Paul Tillich). This course is open to students at the sophomore level with consultation and approval of the professor.

**RST 308 Religion and Psychology: Humanist, Behaviorist, and Developmental Schools (3 credits each)**

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Abraham Maslow, Gordon Allport, and B.F. Skinner in dialogue with representative 20th century, mostly mainstream Protestant, theologians. This course is open to students at the sophomore level with consultation and approval of the professor.

**RST 311 Christianity and Social Action (3 credits)**

This course is a service-learning course that places students as volunteers in social action agencies/ministries and provides theoretical, interpretive frameworks for such work.

**RST 315 Topics in Practical Theology (1.5 credits)**

Responsive to the interests of students and departmental faculty, this course will focus upon topics relating to concrete human experience, such as Theology of the Body; Theology of Emotions; Spiritual Formation; and Pastoral Care.



**RST 316 Ministry with Children ( 2 credits)**

This course focuses on the specific challenges and opportunities in educational programming for children in a Christian context. Field experience will supplement classroom study and discussion. Prerequisite: Introduction to Christian Education or Introduction to Practical Theology or permission of instructor. Sufficient hours will be scheduled to meet the credit hour requirements for a 2 credit course.

**RST 317 Ministry with Youth (2 credits)**

This course focuses on the distinctive challenges and opportunities in programming for youth in a context of shared ministry. Field experience will supplement classroom work. Prerequisite: Introduction to Christian Education or Introduction to Practical Theology or permission of instructor. Sufficient hours will be scheduled to meet the credit hour requirements for a 2 credit course.

**RST 320 The Pentateuch (3 credits)**

A contemporary scholarly exploration of the first five books of the Hebrew Bible using the widely accepted methods of undergraduate academic biblical study: historical recollection, literary analysis, and theological interpretation.

**RST 322 Hebrew Prophets (3 credits)**

Historical, literary, and theological study of the classical (8th-9th centuries BCE) prophets of ancient Israel, preserved in the Tanak (the Hebrew Bible).

**RST 324 Hebrew Psalms and Wisdom Literature (3 credits)**

Historical, literary, and theological study of the psalms and wisdom literature of ancient Israel in the Tanak (Hebrew Bible) and the continuing Christian community.

**RST 330 The Synoptic Gospels (3 credits)**

The origins, sources (both oral and literary), formations and literary relations of the gospels of Matthew, Mark and Luke. Reflections on theological themes in these early Christian documents. Includes a brief introduction to the question of the historical Jesus and to selected non-canonical early Christian “gospels.”.

**RST 332 The Life and Letters of the Apostle Paul (3 credits)**

Historical, literary, and theological study of the writings of Paul in the New Testament canon.

**RST 334 Johannine Literature (3 credits)**

Historical, literary, and theological study of the New Testament documents of the Gospel According to John, the letters of I John, II John, and III John, and the Apocalypse of John (or book of “Revelation”).

**RST 340 History of Christian Thought: Augustine through the Reformation (3 credits)**

This course explores the sweep of ideas, people, cultural influences, and socio-political forces at work in shaping Christian thought and practice from the fourth century to the Reformation. It is highly recommended that the student complete Christian Origins before enrolling in this course.

### **RST 345 Foundations of Modern, Western Religious Thought (3 credits)**

This course surveys theology and philosophy of religion from the 17th through the 19th centuries (the Enlightenment through Romanticism). Special attention is given to thinkers who reshaped the understanding of religion in the West such as: Hume, Kant, Schleiermacher, and Hegel. Themes such as the doctrine of God, arguments for God's existence, theodicy, reason, science and religion, will be explored.

### **RST 350 Modern Christian Theology (3 credits)**

Through the works of major 20th century theologians, this course analyzes a variety of trends in modern Christianity, including such perspectives as neo-Orthodox, process, and feminist thought. The emphasis will be on understanding theology as a critical and systematic discipline wherein affirmations about the nature of God and humanity entail logical, philosophical, doctrinal, and ethical consequences. It is highly recommended that the student complete Christian Origins and/or Foundations of Modern Western Religious Thought before enrolling in this course.

### **RST 355 Theological Roundtable I, II, III, IV (3 credits)**

This course will explore a range of contemporary world issues and the relevance of theological study for analyzing these issues. Relevant topics include: religion and the public forum, religious fundamentalism, globalization, nationalism, and peace and war. Depending upon the current social context themes addressed in the course will change. I. God, Evil and Suffering; II. God and Democracy; III. God, Peace and War; IV. God and Globalization.

### **RST 360 Global Christianity and Ecumenism (3 credits)**

The shape of Christianity is changing. Much of the change is due to the shift from the West and North to the South as Christianity moves to Africa, Asia, and South America. Christianity is also changing as a result of inter-religious and intra-religious dialogue. This course surveys these developments. (When possible the course will extend into the summer concluding with an educational trip to the World Council of Churches' Ecumenical Institute near Geneva, Switzerland.)

### **RST 453 Senior Portfolio (1 credit)**

Each graduating major in religious studies will be required to present a portfolio to the faculty of the department for discussion at the conclusion of the final semester of the student's senior year.

### **RST 465 and PHI 465 Senior Seminar (2 credits)**

Philosophy and Religious Studies Seminar for seniors. Meets with PHI 365/RST 365. Required of all seniors majoring in Philosophy and Religious Studies. Application of learning in the major to a discussion and analysis of a current issue in philosophy or religious studies, including analysis and discussion of recent literature on current issues. Synthesis in a major essay the learning as a Philosophy and Religious Studies major around a single theme.

## **St. Andrews General Education Courses (SAGE)**

### **SAGE 230 Human Thought and Culture I: Ancient to Medieval (3 credits)**

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to

transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis. Prerequisite: Sophomore standing; Required of all students

### **SAGE 240 Human Thought and Culture II: Renaissance to Modern (3credits)**

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses. Prerequisite: Sophomore standing; Required of all students

### **SAGE 381 Transitions (1 credit)**

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved.

### **SAGE 400 Quest III: Contemporary Global Issues (3 credits)**

SAGE 400 is the capstone course in the General Education program. It requires the students to draw on the knowledge and skills acquired in earlier General Education courses and their majors in order to understand complex global problems and develop ethically sensitive responses to these problems. This course focuses on major world issues that impact both individuals and communities. This course aims at honing the communication skills learned in previous years and at developing the decision-making skills necessary for responsible citizenship. Students will also produce an integrative research paper. Normally taken in the Fall Semester of the senior year. Required of all students.

### **SAGE 450 Global Issues and Ethical Response (3 credits)**

This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics or issues will vary depending upon class composition and interest. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students' disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience. Prerequisite: Senior standing; Required of all students

### **WRT 110 Composition I: Inquiry through Writing (3 credits)**

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning we challenge students to begin to develop habits of intellectual inquiry. Required of all students

### **WRT 120 Composition II: Reasoning through Writing (3 credits)**

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research. Prerequisite: a grade of C- or better in WRT 110; Required of all students

## **Spanish Courses**

### **SPA 151 Spanish Language I (3 credits)**

This is an entry-level course in Spanish that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with SPA 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student.

### **SPA 152 Spanish Language II (3 credits)**

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four-skills approach as SPA 151. The course opens with a brief review of essential grammatical structures and vocabulary from SPA 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary appropriate to everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student. Prerequisite: Spanish 151 or equivalent.

### **SPA 220 Intermediate Spanish I (3 credits)**

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The course is designed to build on the work of the introductory courses in two ways. First, it helps in the development of a greater ease in the use of the language and all its major tenses and forms. Second, it builds a significant active vocabulary across a wide range of real-life situations. The course involves work on the four skills of reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Pre-requisites: Spanish 151 & 152 or equivalent.

### **SPA 251 Practical Spanish Conversation (3 credits)**

This course stresses oral communication in Spanish. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: Spanish 152, or permission of instructor.

### **SPA 252 Spanish Composition (3 credits)**

Students develop from single sentence writing to longer forms of written expression, from guided compositions to freer paragraphs. Attention is given to differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: Spanish 152, or permission of instructor.



**SPA 253 Spanish Readings (3 credits)**

This course helps students bridge the gap from oral language to the written word. Readings from a variety of sources. Emphasis is on reading and interpreting rather than on translation. Designed for students wanting to develop a reading knowledge of Spanish or to prepare for graduate study in any field. Prerequisite: Spanish 152, or permission of instructor.

**SPA 325 Intermediate Spanish II (3 credits)**

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The two-course intermediate sequence, of which this is the second part, is designed to build on the introductory work of the basic courses in two ways. It helps in the development of greater ease in the use of the language and all its major tenses and forms. And it builds a significant active vocabulary across a wide range of real-life situations. The course includes work on all four language skills: reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Prerequisites: Spanish 151 & 152 or equivalent. Completion of Spanish 220, the first part of this two-course sequence, is highly recommended.

**SPA 331 Spanish Culture and Civilization (3 credits)**

An introduction to the history, art, culture, and literature of Spain to the present, with emphasis on contemporary Spain. Taught in Spanish. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

**SPA 332 Spanish-American Culture and Civilization (3 credits)**

An introduction to Spanish-American history, art, culture, and literature to the present, with emphasis on contemporary Spanish America. Prerequisites: Two 200-level courses in Spanish or placement by the department.

**SPA 351 Survey of Hispanic Literature (3 credits)**

An introduction to many outstanding Spanish-language writers of varied periods. In addition to reading, students learn of important literary movements in Spanish-American literature. Students learn to analyze and interpret literature. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

**SPA 353 Advanced Conversation (3 credits)**

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: Spanish 251 and one other 200-level course, or permission of instructor.

**SPA 451 Advanced Composition (3 credits)**

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: Spanish 252 and one other 200-level Spanish course, or permission of the instructor.

**SPA 452 Special Topics in Literature (3 credits)**

For students who already have a general knowledge of Hispanic literature, this course focuses on specific authors, genres, movements, or themes. Students may



repeat this course under different topics. Prerequisite: Spanish 352 or permission of the instructor.

## **Sport Studies Courses**

### **SS 120 Health and Wellness (1.5 credits)**

A course designed to introduce the content and methods of having a healthy lifestyle for one's body, mind and spirit throughout the aging process. Students will analyze his/her current lifestyle in fitness and wellness and how to develop a program for increasing or maintaining a healthy lifestyle. Healthy issues and topics included but not limited to exercise, diet and nutrition, stress management and making healthy decisions. A special emphasis will be given to total wellness concepts. This course includes a combination of lectures, research and physical activity.

### **SRS 212 Introduction to Sport Management (3 credits)**

The purpose of this course is to introduce students to the various segments of the sport industry. Professional preparation for a career in the sport industry will also be examined.

### **SS 215 Skill Analysis: Individual Sports (1.5 credits)**

An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

### **SS 216 Skill Analysis: Team Sports (1.5 credits)**

An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

### **SS 227 Community Health, First Aid and CPR (1.5 credits)**

An introduction to current issues of health, personal and social needs of the individual and the community. Two independent but related focuses are (1) multiple dimensions of health and (2) the development of the tasks of the college student. Also, the principles and applied techniques of first aid and cardiopulmonary resuscitation for home, school, and community are provided. Red Cross Certification in first aid and CPR will be attainable. A fee is required for this course.

### **SS 231 Foundation and Principles of Physical Education and Sport (3 credits)**

This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sport are explored.

### **SS 234 Adapted Physical Education, Sport and Recreation (3 credits)**

This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences.

**SRS 235 Recreation Programming (3 credits)**

This course examines the various programs offered in a recreation and parks setting with special emphasis on program planning and evaluation. Prerequisites: SRS 211

**SRS 237 Sport and Recreation Event and Venue Management (3 credits)**

The examination of the organization, management, and evaluation of sport and recreation events. Specific emphasis will be placed upon the economic impact of events, the event bidding process, the event planning process, event logistics, event evaluation, and risk management policies and procedures. Further the factors that are involved in the design and management of sport and recreation venues will be examined. Prerequisites: SRS 211 or SRS 212.

**SS 310 Foundations in Sport Coaching (3 credits)**

Focuses on the foundations and principles of coaching individuals and team sports from elementary grades, high school, college intramurals, and parks and recreation leagues. This course encompasses an overview and application of the responsibilities of a coach in sport fundamentals (drills, strategy, philosophy, ethics, physiology, biomechanics, psychology, and sport medicine). Prerequisite: Junior standing.

**SS 320 Foundations of Officiating (3 credits)**

Concentrates on the aspects of officiating which include: characteristics of good officials, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the local community. Prerequisite: Junior standing.

**SS 325 Kinesiology and Biomechanics (4 credits)**

A study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. Prerequisite: BIO 221.

**SRS 385 Governance and Ethics in Sport and Recreation (3 credits)**

This course provides an overview of the major amateur and professional sport governance and recreational structures in the United States and internationally. This course introduces students to the major topics, trends, problems and issues involved in athletics, sport and recreation management. It is designed to assist students to examine their values, moral reasoning skills and develop a personal philosophical approach to ethics in sport and recreation. Major moral/ethical issues within sport and recreation are researched and discussed. Students experience the ethical decision-making process through opportunities for critical thinking by drawing upon their philosophical bases. Prerequisites: Junior or Senior standing; SRS 212 or SS 231; SRS 237; (or permission of the instructor)

**SS 402 Exercise Physiology (3 credits)**

Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain "homeostasis." Lecture combined with laboratory. Prerequisite: BIO 221, Human Anatomy and Physiology I.

## **SS 410 Organization and Administration of Physical Education & Sport**

(3 credits)

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication and policy development. Prerequisites: Junior or Senior standing; SRS 212 or SS 231; SRS 237; (or permission of the instructor)

## **SRS 475 Sport and Recreation Finance and Marketing (3 credits)**

This course will examine sources of revenue and expenditures for sport and recreation organizations. In addition, it will examine practical fiscal resource management and budgetary planning. Further, the course will explore the principles of marketing and how these concepts relate to the context of sport and recreation. Prerequisites: BUS 321; Junior or Senior standing; SRS 212 or SS 231; SRS 237; (or permission of the instructor)

## **SRS 480 Risk Management and Legal Aspects in Sport and Recreation**

(3 credits)

This course is designed to introduce the student to the legal principles applicable to a variety of sport and recreation settings. The emphasis of the course will be on tort liability and the effective management of risk in sport and recreation settings. This course is designed to introduce the student to the legal principles applicable to various sport and recreation settings. Specifically, constitutional, administrative, and statutory laws that are applicable to the sport and recreation industry will be examined. Prerequisites: Junior or Senior standing; SRS 212 or SS 231; SRS 237; (or permission of the instructor)

## **Therapeutic Horsemanship Courses**

### **TH 155 Introduction to Therapeutic Horsemanship (1 credit)**

An experience that enables students to obtain hands on participation in a therapeutic horsemanship program. Students receive volunteer training prior to assisting in a therapeutic horsemanship class. Students will maintain a log about their experience that will be turned in for feedback.

### **TH 246 Therapeutic Horsemanship Principles and Concepts (3 credits)**

This course provides an introduction to therapeutic horsemanship and study of the field. Topics covered include the history of equine assisted activities/therapy, therapeutic horsemanship, the therapeutic riding model, the organization and administration of programs, accreditation, standards, certification, selection of students, training volunteers, selecting and training horses, equipment, and evaluating a therapeutic riding facility.

### **TH 268 Training the Therapeutic Riding Horse (2 credits)**

This course will focus on the selection, evaluation, and training of horses used in a therapeutic riding program. The student will have the opportunity to explore the horse's behavior, personality, and training and how it relates to therapeutic riding. The student is expected to work with his/her assigned horse at least 2 times per week

in addition to scheduled class meeting additional instructor/student meetings as needed). Fee required for the course. Prerequisite: TH 246, Hilltopper Riding Rank-SAPC Equestrian Manual and Junior standing or permission from instructor.

#### **TH 346 Advanced Techniques in Therapeutic Horsemanship(4 credits)**

This course will focus on the Therapeutic Horsemanship Instructor. All of the aspects of being an effective instructor will be covered; including voice production, body language, dress, non-verbal communication. In addition to lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for therapeutic benefit. This course will also address the role of the TH instructor in a team setting. OSHA and ADA information will be reviewed for its applicability to TH activities. Prerequisite: TH 246 or permission of the instructor.

#### **TH 347 TH Program Management: Administration (2 credits)**

This course will focus on the administration of the therapeutic horsemanship program through hands-on participation. The student will recruit, retain, and reward volunteers, promote the horsemanship riding program through public relations and marketing activities, organize and conduct a fund-raising event, determine goals, objectives, and time lines, and write and present Board of Director Reports. Prerequisite: TH 246 or permission of the instructor.

#### **TH 348 TH Program Management: Teaching (3 credits)**

This course will focus on teaching in a therapeutic horsemanship program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: TH 346 or permission of the instructor.

#### **TH 465 Therapeutic Horsemanship Issues and Ethics (3 credits)**

This course will survey a variety of current issues and topics within the national and international fields of therapeutic horsemanship. The students will review and discuss ethics in therapeutic horsemanship. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic horsemanship. Prerequisites: TH 246, TH 346, and junior standing or permission of the instructor.

#### **TH 466 Survey of Specialties in Therapeutic Horsemanship (2 credits)**

This course will provide in-depth surveys of specialty areas in therapeutic horsemanship. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. NARHA sections and other national and international organizations will be discussed. Prerequisites: TH 246, junior standing or permission of the instructor.

## **Women's Studies Courses**

#### **WS 101 Introduction to Women's and Gender Studies (3 credits)**

An interdisciplinary, team-taught course that provides students with the tools necessary to critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences.

**WS 200 Feminist Theory (2-3 credits)**

This course explores the historical development of feminist theory and its impact upon academic disciplines. Students are encouraged to begin investigating new methods of doing research.

**WS 400 Senior Thesis Project (1-3 credits)**

In consultation with designated faculty contacts, students will design and propose a senior project formulated to synthesize their study of feminist theory with their disciplinary interests.



## **Board of Trustees 2009-2010**

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### **Administrative Council**

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Paul Baldasare, Jr.

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#### **Vice President for Institutional Effectiveness**

Dr. William J. Loftus

#### **Vice President for Enrollment Management**

Cynthia Robinson

#### **Associate Vice President for Finance**

Terry Laughter

### **Office of the President**

Paul Baldasare, Jr., B.A., J.D., President

Kay Demyan, B.A., Administrative Assistant to the President

## **Academic Affairs**

Robert J. Hopkins, B.S., M.S., Ph.D., Vice President for Academic Affairs and Dean of the College  
Edna Ann Loftus, B.A., M.A., Ph.D., Associate Dean for Academic Affairs and Director of Academic Advising  
William T. McConnell, Jr., B.M., M.M., D.M.A., Associate Dean for Adult and Extended Programs  
Ida M. Stavenger, B.A., Administrative Assistant to the Vice President for Academic Affairs  
Rooney L. Coffman, B.A., Director of Logistics

## **St. Andrews @ Sandhills**

Mary F. Avery, B.A., M.A., Ed.D., Director of St. Andrews @ Sandhills

## **Registrar**

Deborah A. Smith, B.A., M.S., Registrar and Director of Institutional Research  
Pamela Campbell, Assistant Registrar

## **Center for Academic Success**

Elizabeth Hernandez, B.A., M.A., Director of Center for Academic Success  
Teresa Reynolds, B.A., M.A., Ed.D., Program Coordinator for Disability Services

## **Computer Services**

Phil Sheppard, Database Administrator  
Jamie Poorboy, Network Support Specialist  
Jamie Misenheimer, PC Technician

## **DeTamble Library**

Rita Dursi Johnson, B.A., M.L.S., Director, DeTamble Library  
Mary McDonald, B.A., M.L.S., Reference Services Librarian  
Diane Hanke, Office and Technology Manager, Library  
Tom Waage, Library Resources Coordinator

## **Institutional Effectiveness**

William J. Loftus, B.A., M.A., Ph.D., Vice President for Institutional Effectiveness  
Deborah A. Smith, B.A., M.S., Registrar and Director of Institutional Research

## **Equestrian**

Margaret (Peggy) McElveen, B.A., Director of Equestrian Program  
Pebbles Turbeville, B.A., M.A., Director of Therapeutic Horsemanship Program  
Jacqueline M. Dwelle, B.S., M.B.A., Faculty, Instructor and Coach  
Laura Kellam, B.A., D.V.M., Veterinarian-in-Residence, Faculty  
Carla Wennberg, B.S., Equestrian Instructor and Western Coach  
Elizabeth Harris, B.A., M.Ed., TH Assistant Director, Ride-Like-A-Knight Director  
Lindsey Crowther, B.S., Instructor, Trainer and Coach  
Megan Ellis, B.A., Equestrian Staff  
Stephanie Davis, B.A., Horse Care Manager  
Torre Edgerly, B.A., Assistant Horse Care Manager  
Ashley Foster, B.S. Equestrian Instructor and Coach

Heather Wile, B.A., Equestrian Staff  
Marsha Toyne, Operations Coordinator / Administrative Assistant  
Dale McDavid, Facilities Manager  
Bobby Holt, Maintenance Supervisor

## **Athletics**

Leto Alibaruho, B.A., Head Coach of Men's Soccer  
Joe Baranik, B.S., M.S., Head Coach of Wrestling  
Lisa Becka, B.A., Head Men's and Women's Golf Coach  
Jim Blair, B.A., Assistant Baseball Coach  
Kevin Buczek, B.S., Director of Sports Information  
Elizabeth Burris, B.A., M.Ed., Head Coach of Softball, Assistant Athletic  
Director/Senior Women's Administrator, NCAA Compliance Coordinator  
Melissa Chaplin, B.A., Head Coach of Volleyball  
Jonathan Davis, B. A., Assistant Men's Lacrosse Coach  
Daniel Hadra, B.S., Assistant Baseball Coach  
Kristin Hall, B.A., M.A., Assistant Softball Coach  
Randy Hernandez, Assistant Women's Basketball Coach, Strength Coach  
Jennifer Montgomery, B.A., Head Coach of Women's Soccer  
Michael Lawson, B.B.A., M.A., Head Coach of Men's Lacrosse  
Lorna Miedema, B.A., J.D. Assistant Coach of Men's and Women's Golf  
Kari Ann Mozingo, B.S. Assistant Athletic Trainer  
Jody Murphy, B. S. M.A, A.T.C., Head Athletic Trainer  
Wes Pifer, B.S., Assistant Coach of Men's Basketball  
Kati Robbins, B. A., Head Coach of Women's Lacrosse  
Richard Schueler, B.A., M.S., Head Coach of Men's Basketball  
Aaron Thompson, B.S., M.A., Assistant Cross Country and Track & Field Coach  
Jessica Vanco, B.A., M. Ed., Head Coach of Women's Basketball  
James Walters, B.S., M.S., Head Coach of Men's and Women's Cross Country,  
Head Coach of Men's and Women's Track  
Keith Williams, B.S., M.S., Head Coach of Baseball, Assistant Athletic Director

## **Enrollment Management / Admissions**

Cynthia Robinson, B.A., Vice President for Enrollment Management  
Kirsten Simmons, B.S., Director of Admissions & International Admissions  
Counselor  
Debbie Bell, B.A., Senior Admissions Counselor  
Carrie Ewing, B.A., Admissions Counselor  
Erin Cooper, B.A., Admissions Counselor  
Emily Womble, Volunteer for Special Events  
Kristi Rogers, Admissions Database Manager  
Connie Weaver, B.A., Admissions Communications Coordinator  
Louise Mabry, Administrative Assistant  
Tonja Suttles, B.A., Admissions and Financial Counselor for Non-Traditional  
Students

## **Financial Services**

Kimberly A. Driggers, B.A., M.P.A., Associate Dean of Financial Aid  
Shawn Caulder, Assistant Director of Financial Aid  
Melody Yarborough, Financial Planning Counselor and Loan Coordinator

Tonja Suttles, B.A., Admissions and Financial Counselor for Non-Traditional Students

### **Student Affairs**

Marti Newbold, B.A., M.A., Dean of Students  
Lewis Stroud, B.A., Senior Assistant Dean of Students  
Jennifer Bruner, B.A., M.A., Assistant Dean of Students  
Mary Elizabeth Seay, B.A., M.A., Director of First Year Programming  
Will McPhaul, B.A., Director of Housing Services and Intramurals  
Renée Portorsnok Jones, B.A., M.A., Director of Career Services  
Cpl. Gary Dimsdale, Operations Officer, Campus Safety  
Wynnafred H. Gay, Office Manager, Health and Wellness Center  
Rhonda Stewart, R.N., Clinic Nurse  
Charles Wentz, M.A., L.P.C., Counselor  
Karen Nance, M.A., L.P.C., Counselor  
David Crenshaw, D.Min, L.M.F.T., L.C.A.S., Counselor

### **Physical Plant and Purchasing**

William S. James, Director of Physical Plant and Purchasing  
Judy McCormick, Purchasing Agent  
Rudolph Laviner, Maintenance and Environmental Compliance Supervisor  
Michael Regan, Maintenance Supervisor  
Nick Rogers, Grounds Supervisor  
Becky Sheppard, Housekeeping Supervisor

### **Business Affairs & Administrative Services**

Terri Laughter, B.S., CPA, Associate Vice President for Business and Finance  
Meke Reese, B.A., Controller  
Ellen W. Wright, Administrative Assistant to the Vice President for Administration and Administrator of Insurance and Contracts  
Millie English, A.A.S., Payroll/Benefits Coordinator  
Kay G. Cavendish, B.A., Student Billing/Staff Accountant

### **Administrative Support Center**

Brooke Hill, Assistant Office Manager, Administrative Support Center

### **Bookstore**

Janet Schilling, Director of Bookstore

### **Institutional Advancement**

Glenn T. Batten, B.A., M.Div., Vice President for Administration  
Rooney Coffman, B.A., Director of Photography  
Stevan Hernandez, B.A., Director of Annual Fund  
Melissa C. Hopkins, B.A., Assistant Director of Communications  
Susan M. Wentz, B.A., Director of Alumni Affairs

## **2009 - 2010 Faculty**

### **Full-Time Faculty**

(The date following the name indicates the year of appointment.)

Jeffrey Birdsong (2008)

Assistant Professor of Spanish. B.B.A., University of Georgia, 1985; M.A., Georgia State University, 2001; Ph.D., University of North Carolina, 2008.

Richard Brett (2000)

Associate Professor of Communication. B.A., Carleton College, 1984; M.A., University of Iowa, 1987; M.F.A., University of North Carolina at Greensboro, 1994.

Joe Bunting (2003)

Instructor in Economics. B.S., M.A., East Carolina University, 2001, 2003.

Cornelius Bushoven III (1969)

Distinguished Professor of Politics. B.A., Davidson College, 1964; M.A., Ph.D., Duke University, 1967, 1971.

Pamela Case (1996)

Associate Professor of Psychology. B.A., M.A., Ph.D., Florida Atlantic University, 1971, 1975, 1996.

Tony Cates (2006)

Visiting Assistant Professor of Education. B.S., M.A., Ed.S., East Carolina University, 1975, 1976, 1983.

Loren Cornish (2006)

Assistant Professor of Accounting. CPA; A.A.S., State University of New York at Alfred, 1968; B.S., State University of New York at Albany, 1970; M.B.A., University of Maine at Orono, 1980.

Mary Elisabeth Dendy (1999)

Instructor in English. B.A., Emory and Henry College, 1983; M.A., Clemson University, 1986.

Deborah L. DePiero (2007)

Assistant Professor of English. B.A., M.A., State University of New York at New Paltz, 1998, 2001; Ph.D., University of Rhode Island, 2007.

Allen C. Dotson (1981)

Professor of Mathematics and Physics. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

Jacqueline M. Dwelle

Instructor in Sport Studies. B.S., Indiana Wesleyan University, 2003; M.B.A., East Carolina University, 2006.



- Pamela G. Ely (1995)  
Associate Professor of Psychology. B.A., Ohio Dominican University, 1989; M.A., Ph.D., Miami University, 1991, 1993.
- William Germann (2008)  
Associate Professor of Biology. A.B., Kenyon College, 1976; Ph.D., University of Michigan, 1984; M.P.H., University of North Texas Health Science Center, 2007.
- Douglas W. Glass (2006)  
Assistant Professor of Business. B.S., Tennessee Technological University, 1975; M.B.A., Elon College, 1987; D.B.A., Nova Southeastern University, 2006.
- Joe T. Harris, Jr. (1998)  
Associate Professor of Mathematics. B.S., Georgetown University, 1985; Ph.D., Stanford University, 1995.
- Deborah Hawkins (2006)  
Assistant Professor of Philosophy. B.A., California State University, 1993; M.A., Ph.D., University of California at Irvine, 1998, 2003.
- David F. Herr (2001)  
Associate Professor of History. B.A., St. Andrews Presbyterian College, 1991; M.A., University of North Carolina at Greensboro, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2002.
- Robert J. Hopkins (1983)  
Vice President for Academic Affairs and Dean of the College. Professor of Business and Economics. B.S., Tennessee Technological University, 1968; M.S., Ph.D., University of Tennessee, 1970, 1972.
- Rita Dursi Johnson (1999)  
Library Director with the rank of Associate Professor. B.A., University of Alaska Anchorage, 1979; M.L.S., University of Washington, 1981.
- Saundra Parker Jones (2005)  
Assistant Professor of Education. A.B., Catawba College, 1971; M.Ed., Cleveland State University, 1979; Ed.S. (Reading), Appalachian State University, 1983; Ed.S. (Administration), Appalachian State University, 1987; Ed.D., Virginia Polytechnic Institute and State University, 1989.
- Laura Kellam (2004)  
Assistant Professor of Equine Studies and Veterinarian-in-Residence. B.A., Virginia Commonwealth University, 1989; D.V.M., VA-MD Regional College of Veterinary Medicine, 1997.
- Rona Leach (2005)  
Visiting Assistant Professor of Education. B.A., St. Andrews Presbyterian College, 1973; M.S., North Carolina Agricultural & Technical State University, 1976; Ed.D., Nova Southeastern University, 1987.

Edna Ann Osmanski Loftus (1977)

Associate Dean for Academic Affairs. Professor of English. B.A., Sweet Briar College, 1972; M.A., Ph.D., Princeton University, 1974, 1977.

William J. Loftus (1974)

Vice President for Institutional Effectiveness. Professor of French. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

Mark T. Mannette (2007)

Assistant Professor of Theatre. A.A., Dean College, 1981; B.F.A., University of Bridgeport, 1983; M. Litt., M.F.A., Mary Baldwin College, 2005, 2006

William T. McConnell, Jr. (2003)

Associate Dean for Adult and Extended Programs. Associate Professor of Music. B.M., Oral Roberts University, 1982; M.M., East Carolina University, 1991; D.M.A., University of Cincinnati College-Conservatory of Music, 1998.

Christopher McDavid (1996)

Associate Professor of Art. B.F.A. University of Kentucky, 1986; M.F.A. Florida State University, 1989.

Stephanie McDavid (1992)

Associate Professor of Art. B. A., University of Kentucky, 1987; M.F.A. Florida State University, 1989.

Mary McDonald (1989)

References Services Librarian with the rank of Assistant Professor. B.A., St. Andrews Presbyterian College, 1979; M.L.S., North Carolina Central University, 1989.

George E. Melton (1968)

Distinguished Professor of History. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966.

Sean A. Moore (2004)

Music Accompanist/Instructor of Music. B.M., Memphis State University, 1990; M.M., University of Memphis, 1997.

Michael S. Morton (2000)

Associate Professor of Chemistry. B.S., Florida Institute of Technology, 1991; Ph.D., University of Kentucky, 1997.

Corinne L. Nicholson (1989)

Professor of Business. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

Daniel Ott (2004)

Assistant Professor of Religious Studies. B.M., West Virginia University, 1993; M.Div., Louisville Presbyterian Theological Seminary, 1996; Ph.D., Claremont Graduate University, 2006.

Sylvia Pusser (2009)

Visiting Assistant Professor of Education. B.A., University of North Carolina at Wilmington, 1978; M.A., Campbell University, 1990; Ed.D., Nova Southeastern University, 1995.

Teresa Reynolds (2009)

Visiting Assistant Professor of Education. A.A Emmanuel College 1976; B.A. Randolph Macon Women's College 1990; M.A. Fayetteville State University 1996; Ed.D. Fayetteville State University 2006.

Lawrence E. Schulz (1971)

Distinguished Professor of Politics and Asian Studies. B.A., University of Redlands, 1965; M.A., Ph.D., Claremont Graduate University, 1967, 1972.

Pebbles Turbeville (2000)

Assistant Professor of Sport Studies. B.A., Columbia College, 1987; M.A., North Carolina State University, 1991.

Carl F. Walters (1982)

Warner L. Hall Professor of Religious Studies. B.A., Southwestern at Memphis (Rhodes College), 1956; B.D. (M.Div.), Th.M., Ph.D., Union Theological Seminary, 1959, 1960, 1964.

Jennifer Withington (2008)

Assistant Professor of Biology. B.S., Heidelberg College, 1994; M.S., University of Iowa, 1997; Ph.D., Pennsylvania State University, 2005.

Ted Wojtasik (2008)

Visiting Assistant Professor of Creative Writing. B.A., George Washington University, 1979; M.F.A., Columbia University, 1987; Ph.D., University of South Carolina, 1998.

## **Faculty Emeriti**

William M. Alexander

Distinguished Professor of Philosophy and Religion Emeritus. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; S.T.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

Ronald H. Bayes

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College; University of Pennsylvania; Litt. D.M., Universita Delle Arti; L.H.D., St. Andrews Presbyterian College.

P. Leslie Bullock

Professor of Religion Emeritus. B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia.

Rodger W. Decker

Professor of Education and Psychology Emeritus. B.A., Hope College; M.S., State University of New York at Albany; Ed.D., Columbia University.

Catharine E. Neylans

Professor of Romance Languages Emerita. B.A., Wesleyan College; M.A., Ph.D. University of North Carolina at Chapel Hill; M.A., Middlebury College.

Richard C. Prust (1967)

Distinguished Professor of Philosophy Emeritus. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

William W. Rolland

Associate Professor of Mathematics and Computer Science Emeritus. B.A., King College, 1954; Ph.D., Duke University, 1963.

Julian L. Smith

Professor of Physical Education Emeritus. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University.

## **Other Faculty**

Elizabeth Adams

Visiting Faculty in Sport Studies. B.A., St. Andrews Presbyterian College, 2001; M.Ed. Michigan State University, 2006.

William M. Alexander

Distinguished Professor of Philosophy and Religion Emeritus. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; S.T.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

Mary Frances Avery

Director, St. Andrews/Sandhills Campus Program. B.S., East Carolina University, 1968; M.A., Appalachian State University, 1973; Ed.D., Virginia Polytechnic Institute and State University, 1992.

Joe Baranik

Visiting Faculty in Sport Studies. B.S., Lock Haven University, 1982; M.S., Slippery Rock University, 1985.

Ronald H. Bayes

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College, 1955, 1956; University of Pennsylvania, 1959-60; Litt. D.M., Universita Delle Arti, 1982; L.H.D., St. Andrews Presbyterian College, 2005.

Norman T. Boggs, III (1982)

Associate Professor of Chemistry. B.A., Hamilton College, 1962; Ph.D., State University of New York at Buffalo, 1967.

Pamela Bradley

Visiting Faculty in Psychology. B.S., University of West Florida, 1979; M.A., University of North Carolina at Pembroke, 1997.

Raymond Burrell

Visiting Faculty in History. B.A., Stetson University, 1958; M.A., Wake Forest University, 1970; M.A., Auburn University at Montgomery, 1971; Ed.D., Nova Southeastern University, 1991.

Elizabeth Burris

Visiting Faculty in Sport Studies. B.A., University of North Carolina at Charlotte, 2001; M.Ed., Florida Gulf Coast University, 2005.

Rebecca Cameron

Visiting Faculty in Education. B.A., Appalachian State University, 1977; M.Ed., Fayetteville State University, 1987.

William S. Caudill

Director of Scottish Heritage Center and Adjunct Instructor in Music. B.A., St. Andrews Presbyterian College, 1989.

Lori Coher

Visiting Faculty in Education. A.A., Herkimer County Community College, 1988; B.S., State University of New York at Buffalo, 1990; M.A., University of North Carolina at Pembroke, 2003.

Cynthia P. Daub

Visiting Faculty in Business. B.A., Elon College, 1992; J.D., Campbell University School of Law, 1996.

Malcolm Carroll Doubles

Visiting Professor of Religious Studies. A.B., Davidson College, 1953; B.D., Union Theological Seminary, 1957; Ph.D., St. Andrews University (Scotland), 1962.

Michelle Gray

Visiting Faculty in Education. B.S., Radford University, 1995; M.Ed., North Carolina State University, 2000.

James F. Hedgpeth, Jr.

Visiting Faculty in Business. B.A., M.A., North Carolina State University, 1990, 1992; J.D., Campbell University, 2001.

Thomas Heffernan

Visiting Professor of Asian Studies. B.A., Boston College, 1961; M.A., University of Manchester, England, 1963; Ph.D., Sophia University, Tokyo, Japan, 1990



Elizabeth Bowden Hernandez

Visiting Faculty in Writing. B.A., Belmont Abbey College, 2000, M.A., University of North Carolina at Pembroke, 2003.

Diane Innes

Visiting Faculty in Business. A.A.S., Sandhills Community College; B.S. Ed., Western Carolina University; M.S., M.B.A. University of North Carolina at Pembroke.

Betty Johnson-Galloway

Visiting Faculty in Business. B.S., University of North Carolina, 1984; M.B.A., University of North Carolina at Pembroke, 1999.

James I. Lankford, Jr.

Visiting Professor in Chemistry. B.S., University of Virginia, 1955; Ph.D., University of Miami, 1985.

Michael Lawson

Visiting Faculty in Sport Studies. B.B.A., Marymount University, 1996; M.A., University of Maryland, 2001.

Raymond Lee

Visiting Faculty in Mathematics. B.S., M.Ed., West Virginia Wesleyan College, 1987, 1989; Ph.D., American University, 1992.

Margaret L. (Peggy) McElveen (2000)

Director of Equestrian Program. Instructor in Sport Studies. B.A., Sweet Briar College, 1971.

Alice Mannette

Visiting Faculty in Writing. B.S., University of Florida, 1982; M.A., Hamline University, 1999.

James R. Miles

Visiting Faculty in Education. B.S., Eastern Michigan University, 1971; M.A., East Carolina University, 1981.

Jenny Carmichael Minnick

Visiting Faculty in Education. B.A., University of North Carolina, 1978; M.Ed., Campbell University, 1984.

Chad H. Morgan

Visiting Faculty in History. B.A., University of Florida, 1996; M.A., Ph.D., University of North Carolina at Chapel Hill, 1998, 2003.

Richard C. Prust (1967)

Distinguished Professor of Philosophy Emeritus. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

Mary de Rachewiltz

Adjunct Professor of Literature. Litt.D. University of Idaho, 1978; L.H.D., St. Andrews Presbyterian College, 1991.

S. W. de Rachewiltz

Adjunct Professor of Literature. B.A., Rutgers University, 1969; A.M., Harvard University, 1972; Laurea in lingue e letteratura straniere moderne Università di Urbino, 1973; Ph.D., Harvard University, 1983; L.H.D., St. Andrews Presbyterian College, 2002.

L. Howard Reichner (1992)

Instructor in Politics. B.A. University of California at Santa Barbara, 1960; M.P.A., University of Tennessee, 1974.

Richard Schueler

Visiting Faculty in Sport Studies. B.S., University of Evansville, 2000; M.S., Austin Peay State University, 2003.

Steven L. Smith

Visiting Faculty in Forensic Science. B.A., M.A., Lenoir-Rhyne University, 1983, 1991.

Jessica Vanco

Visiting Faculty in Sport Studies. B.A., St. Bonaventure University, 1999; M.Ed., Boston University, 2000.

James E. Walters, Jr.

Visiting Faculty in Sport Studies. B.S., M.A., University of North Carolina at Pembroke, 2003, 2004.

Carla Wennberg

Visiting Faculty in Sport Studies. B.S., University of Georgia, 1981.

Alice L. Wilkins

Visiting Faculty in Music. B.A., Houghton College, 1960; M.S. Columbia University, 1962.

Keith Williams

Visiting Faculty in Sport Studies. B.S., The Catholic University of America, 1991; M.S., West Chester University, 2003.

R.P. Withington

Visiting Faculty in Biology. B.A. Hamilton College 1992; M.S. Pennsylvania State University 1999;

# Appendix

## General and Restricted Funds

The following named endowment funds of at least \$10,000 have been established:

The H.T. Atkins Fund  
The Board of Christian Education - Chair of Bible  
The Jack Burris Rehabilitation Center Endowment Fund  
The Neal Bushoven Honor's Program  
The Class of 1991 Faculty Development Award  
Neill Alexander & Augusta Evans Currie Memorial Library Fund  
George R. DuPuy Memorial Library Fund  
The E. Hervey Evans Visiting Fellows Program  
The Harriet D. Fouke Endowment Fund  
The Jane Gribble Fullen Faculty Development Fund  
Robert F. Gustafson Faculty Award for Excellence  
The Warner L. Hall Chair of Religion and Philosophy  
The Hillsdale Endowment Fund  
The Jefferson-Pilot Distinguished Professorship  
Canon Douglas Lachlan Maclean Memorial Scottish Book Fund  
The Mary Franklin Jones McCoy Music Fund  
The McGaw Chair of Science  
The Morgan Music Fund  
The Flora McKinnon Perry Endowed Book Fund  
The Lura A. and W.W. Rader Electron Microscopy Fund  
The Kate Bitting Reynolds Fund  
Charles Bascombe Shaw Scottish Heritage Fund  
The Scottish Fund  
The St. Andrews Press Endowed Fund  
The Wachovia Fund for Excellence  
The Women of the Church - Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Alumni Faculty Development Fund  
A.R. Bland, Sr, Adel Scott Bland, and A.R. Bland, Jr. Family  
Memorial Library Fund  
The Margaret W. Bowen Endowed Fund  
Katherine S. Boyd  
Leslie Bullock Religion Fund  
Wendy Ann Crapsey Memorial Library Fund  
Margaret J. Denny  
Elise Academy  
Goldsboro First Presbyterian Church Endowment  
Mr. and Mrs. Hiram Grantham  
L. Spencer Ludlow Philosophy Book Fund  
The Jeanette McClelland Library Fund  
John Daniel McKay Memorial Fund  
McRae/Bayes Ezra Pound Award  
St. Andrews College Chaplaincy Endowment  
Daniel Schuman Philosophy Essay Award

Blair Pierce Turner History Prize  
George M. Wilcox  
James Wilson and Emma Holt White

### **Endowed Scholarship Funds**

The following named scholarship funds of at least \$10,000 have been established:

The David Leon Alexander Scholarship Fund  
Sarah Land Alexander Scholarship Fund  
The Alumni Association Scholarship Fund  
The Robert C. & Sadie G. Anderson Scholarship Fund  
The Julia Bridgers Ashley Memorial Fund  
Lilly Graham Auman Scholarship Fund  
The Mattie B. McLean Baldwin Scholarship Fund  
The Jonathon Coleman Barger Memorial Scholarship Fund  
The Belk Memorial Scholarship Fund  
Carl D. and Margaret W. Bennett Scholarship Fund  
Glenn Bingham Scholarship Fund  
The John Blue Scholarship Fund  
The Dr. Waylon and Margaret McDonald Blue Scholarship Fund  
Martha Cross Bradberry Scholarship Fund  
Lucy Harrington Brewer Scholarship Fund  
Brock Family Scholarship Fund  
The William Flowe Brown Scholarship Fund  
Brownson Memorial Presbyterian Church Scholarship Fund  
James E. and Mary Z. Bryan Scholarship Fund  
The Edith Williams Bullock Scholarship Fund  
The Leslie Bullock Scholarship Fund  
The Burlington First Presbyterian Women's Scholarship  
The Nancy Boyle Caballero Music Scholarship  
The William Ralston Campbell and Della Martin Campbell  
Scholarship Funds  
The C. Fred Carlson Scholarship Fund  
The R. Don and Hilda M. Carson Scholarship Fund  
The Church in the Pines Scholarship Fund  
Miriam Smith Grubb Clark Scholarship Fund  
The Class of 1952 Scholarship  
The Class of 1966 Scholarship  
The Class of 1992 Scholarship  
John A. Conant and George H. Johnson Scholarship Fund  
The Letha Copeland Education Fund  
The Robert F. Davidson Scholarship Fund  
William C. Duncan Memorial Scholarship Fund  
The Faculty Scholarship Fund  
The Fayetteville First Presbyterian Church Scholarship Fund  
Lt. Frank Moore Fisler Scholarship Fund  
The Ruth and Mary Fitzgerald Student Aid Fund  
Samuel Hewitt Fulton Scholarship Fund  
The E. L. Gaither Scholarship Fund  
The Hannah Katherine Gibson Scholarship Fund  
The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund  
GlaxoSmithKline Science Scholarship for Women

The Greater Charlotte Foundation Scholarship Fund  
 The Elma and Price H. Gwynn, Jr. Scholarship Fund  
 Virginia Blair Carter Hagan Music Scholarship Fund  
 Ira M. Hardy III Scholarship Fund  
 The James J. Harris Trust Scholarship  
 Henderson Scholarship Fund  
 The Jane Flow and Joseph Eli Henderson Scholarship Fund  
 Thomas F. Henley Scholarship Fund  
 The Hensdale Scholarship Fund  
 The Mary B.A. Howell Scholarship Fund  
 International Students Scholarship Fund  
 The Jackson Foundation Scholarship Fund  
 Marian McLaughlin Jessup Memorial Scholarship Fund  
 The F. Badger Johnson Jr. International Fellowship  
 The Halbert M. Jones Memorial Scholarship Fund  
 The Emma Lillian Keigwin Scholarship Fund  
 The Ery W. Kehaya Scholarship Fund  
 The Ery W. and Helga Kehaya Scholarship  
 The Grace Whitaker Kehaya Scholarship  
 The Senah Critz and Charles A. Kent Scholarship Fund  
 The Lela and Jesse King Foundation Scholarship Fund  
 The Knight Foundation Scholarship Fund  
 The Sarah H. and Louis C. LaMotte Scholarship Fund  
 The Joseph H. Lansinger Scholarship Fund  
 The Laurinburg Presbyterian Church Scholarship Fund  
 The Edward H. Little Memorial Trust  
 Alice Ivey and Douglas Logan Scholarship Fund  
 The Lumberton First Presbyterian Church Scholarship Fund  
 The Hector MacLean Scholarship Fund  
 The A.H. McLeod Scholarship Fund  
 The Oscar Blue McCormick Scholarship Fund  
 The Mary and Foster McGaw Scholarship Fund  
 The McGraw Pipe Band Scholarship Fund  
 The McLaurin Brothers (J.W., Thomas H., Roy & Ed) Scholarship Fund  
 The Almena Currie McLean Scholarship Fund  
 The Mildred McLaurin McLean Scholarship Fund  
 The Ellen McNeill Scholarship Fund  
 The Sallie Flora McEachern McNeill Memorial Scholarship Fund  
 The Laurin McQueen Scholarship Fund  
 The Robert L. McWhorter III Scholarship Fund  
 The Frank Mizell Scholarship Fund  
 The Pamela S. Moll Scholarship Fund  
 The Ansley C. Moore Scholarship Fund  
 The Lucian H. Neal II Scholarship Fund  
 The Charlotte W. Newcombe Endowed Memorial Scholarship Fund  
 The Edward M. O'Herron III Scholarship Fund  
 Timothy J. Olthoff Memorial Scholarship Fund  
 The Beulah Averitt Parker Memorial Scholarship Fund  
 The Charles W. Perry Scholarship Fund  
 The Evelyn Butler Phillips Memorial Scholarship Fund  
 The Lucy Pollock Fund



The Florence Patten Pope Scholarship Fund  
 The Robert C. Quantz Scholarship Fund  
 The Reader's Digest Endowed Scholarship Fund  
 E. Claiborn Robins Scholarship Fund  
 Jane Morris Saunier Scholarship Fund  
 The Peggy Shinn Memorial Scholarship Fund  
 The Alvin H. Smith Scholarship Fund  
 The David Oscar Smith Memorial Scholarship Fund  
 The Grace Henderson Smith Scholarship Fund  
 Sue Hunnicutt Smith Scholarship Fund  
 The Henry L. and Della Sneed Scholarship Fund  
 William H. Somerville Scholarship Fund  
 Cyril O. Spann Scholarship Fund  
 The Frances Ley Springs Scholarship Fund  
 The St. Andrews Covenant Presbyterian Church Scholarship Fund  
 The Lucy Steele Scholarship Fund  
 The Franz G. Stillfried Memorial Scholarship Fund  
 S. Pickney and Julia Dickson Stowe Scholarship Fund  
 The Algernon Sydney Sullivan Scholarship Fund  
*The Algernon Sydney Sullivan Foundation Endowed Scholarship is a need-based award given on the demonstrated aid eligibility, academic promise and demonstrated high personal character and commitment to public service.*  
 The William Mills Taylor Scholarship Fund  
 Margaret Ann McLeod Teabeaut and  
 Margaret Teabeaut Wheeler Scholarship Fund  
 The Charles H. Trexler Scholarship Fund  
 The Anne Blue Tucker Scholarship Fund  
 The Mattie Rebecca Turner Memorial Scholarship  
 The Charles G. Vardell Memorial Scholarship Fund  
 The Roy E. and Margaret Watts Scholarship Fund  
 The Richard L. Weidenbacher Scholarship Fund  
 The Margaret Kelly Wells Scholarship Fund  
 The J. Harvey White Scholarship Fund  
 The Jo Ann Williams Memorial Scholarship Fund  
 The Wilmington First Presbyterian Church Scholarship Fund  
 Krissten C. Zimmerman Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

William Amos Abrams Memorial Scholarship  
 Dr. and Mrs. Robert Anderson  
 William M. Baker  
 Mrs. James F. Blue  
 James Boyd  
 Harry L. Brockman  
 Rowland A. Brown  
 Andrew Bryson  
 Duncan G. Calder, Jr.  
 Carolina Telephone and Telegraph Company  
 Chadbourn Presbyterian Church  
 The Class of 1993 Scholarship Fund  
 Currie and Paterson Memorial

William Drake  
Fayetteville Presbytery  
Warren M. Ficklen  
N.N. Fleming  
Berry G. French  
Alma Green Frye  
J. Bruce Frye Scholarship Fund  
Maude Farmer Garber Memorial Scholarship Fund  
Gastonia First Presbyterian Church  
Elizabeth Monroe Taylor Gilmour  
Margaret Fraser Gluck  
Mr. and Mrs. Ernest Graham, Sr.  
Kate Fields Grannis  
John Wesley Hall  
Sally McCall and Robert Pickett Hamer  
The Hawley Memorial Fund  
Margaret Johnston Hay  
John L. and Janie J. Henry  
Martha A. Holt  
Andrew J. Howell  
Huntersville Presbyterian Church  
Franklin L. Hyndman  
Minnie Melvin Johnson  
Paul Guthrie Jones  
Junior Services League of Laurinburg  
Lenoir First Presbyterian Church  
Katherine, Mary Patterson and Mattie Livingston  
Locust Presbyterian Church  
Hattie McBride  
Dr. Davis McBryde  
Daniel Archibald McCormick  
Bessie McNeill McEachern  
Annie E. McIntyre  
Dani John and Evaline Stafford McKay  
John W. McLaughlin  
Antress McLean  
David A. McLean  
Andrew Calhoun McLeod  
Flora McLean McLeod  
Mr. and Mrs. George F. McMillan  
J. L. McMillan  
James L. McNair  
William and Ida Carmichael McQueen  
Mebane Presbyterian Church  
Angus McKinnon Morgan  
Mark Morgan  
Harry H. and Lois R. Munroe  
Olney Presbyterian Church  
Orange Presbytery  
Osteen-Woodson Scholarship  
Fannie Bullock Pullen

Reidsville First Presbyterian Church  
Rockingham First Presbyterian Church  
St. Andrews Society  
Jessie Schoelkoff  
Kate, Lela and Margaret Shaw  
The Sinnott Scholarship  
Thomas Stamps  
Leroy A. Sadler  
Statesville First Presbyterian Church  
Mr. and Mrs. J. D. Stewart  
Thomasville First Presbyterian Church  
Katherine Allen and Jane Dickson Bell Vardell  
Linda Vardell  
Lea and Ella Wallace  
Ward Scholarship Fund for Music & Business  
White Hill Presbyterian Church  
Mary Gale Carter White  
Jessie Chandler Willard  
Marion Stokes Williamson  
Wilmington Presbytery Scholarship Fund  
Elizabeth Yongue

### **Loan Funds**

The following loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund  
The George Washington Braddy Loan Fund  
Mattie Lee Smith Byrd Loan Fund  
Ruth and Mary Fitzgerald Loan Fund  
The Miriam R. and Darius Flinchum Fellows Incentive Fund  
The James Madison Graham Memorial Loan Fund  
The T. M. Stanback Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson  
J. F. McNair  
J. L. McNair  
The Masonic Order  
Dr. O. L. Parker  
The Smyth Family  
Julia Stewart  
Mrs. J. D. Swinson  
Mrs. Emma G. Thorpe







# **St. Andrews Presbyterian College**

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